YoungStar Evaluation Criteria
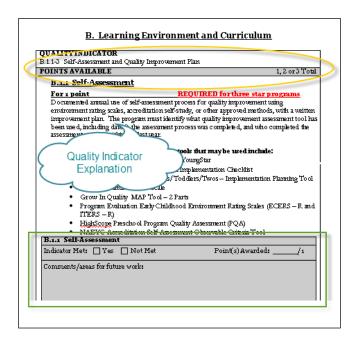## Group Child Care Programs[1]

This document outlines the items that will be evaluated for YoungStar and can be used by Directors and Lead Teachers to prepare for a YoungStar rating. More in-depth information can be found in the YoungStar Frequently Asked Questions document, available here: http://dcf.wisconsin.gov/youngstar/pdf/faq.pdf and the YoungStar Policy Guide, available here: http://dcf.wisconsin.gov/youngstar/policy.htm

The categories that will be evaluated are listed below.

- A. Education and Training of Lead Teachers and Director
- B. Learning Environment and Curriculum (including Child Outcomes)
- C. Business and Professional Practices
- D. Health and Wellness (including Social and Emotional Wellbeing of Children/Inclusive Practices, Child Abuse Prevention, and Strengthening Families Practices)

The Director and Lead Teacher education and training qualifications will be verified by The Registry using the criteria listed within this document. **Technical Consultant/Rating Observer is not responsible for verifying this information for points in YoungStar.**

Each Quality Indicator will be listed by name and the number of points available for that indicator (as circled in yellow in the example below). For some Quality Indicators, the number of points available may vary with increased points based upon the depth of implementation. An explanation of the Quality Indicator will be given and the points that are required for each star level will be separated from those that are optional. After each Quality Indicator, there is a box (in the green square in the example below) with an area for checking if the Indicator was met or not, an area for the corresponding points and an area for comments.
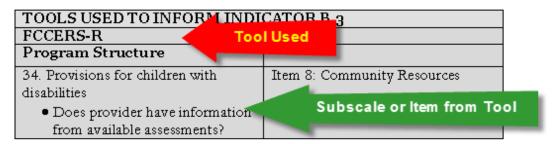

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[1] This track includes licensed group child care serving children from birth through age 12.

If the Quality Indicator can be informed by an item or subscale from any of the following tools, it will be in a shaded box as shown in the example below.

- Early Childhood Environment Rating Scale-Revised (ECERS-R)[2]
- Infant/Toddler Environment Rating Scale-Revised (ITERS-R)[3]
- School-Age Care Environment Rating Scale (SACERS) (if school-age children are enrolled)[4]
- Program Administration Scale (PAS)[5]

NOTE: The PAS tool is listed merely as a reference and a tool for staff to use when determining if a program meets an indicator or not. Programs WILL NOT be scored on the PAS tool directly.

Children in Regular Attendance

Some quality indicators may have exceptions for children who are not in regular attendance. To be in "regular attendance" means that the child attends the program 50% or more of the hours the program is open for that age grouping of children. For example, if a program is open 20 hours per week, a child in regular attendance would attend 10 hours or more per week. Then, if the program were open for 40 hours per week in the summer, the child in regular attendance definition would change to 20 hours or more per week.

In most cases, the quality indicators apply to the entire program. If the quality indicator has an exception for children who are not in regular attendance, this will be clearly stated.

Full-Time vs. Part-Time

YoungStar recognizes that some child care programs have different operating schedules based on the time of year. For all of the measures within this document, the quantities shall be pro-rated based upon the average number of hours per day or per week a program is open using a definition of full-time as an 8 hour day and a 40 hour week. For example, if a quality indicator asks a program to provide 60 minutes of physical activity per day, the part-time program operating 4 hours per day would be asked to provide 30 minutes of physical activity. If the operating hours vary during the week, a Consultant/Rating Observer will use the average number of hours per day to award points for items like this.

For the purposes of YoungStar, the definition of a full-time employee is someone who works an average of 40 hours per week for 6 months of the year or more. So, if the program is open for 3 months (one-fourth) of the year and the program wants to earn credit for the Quality Indicator C.4.3 which requires 18 paid days off per year for full-time staff, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

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[2] Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

[3] Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

[4] Harms, Thema, Ellen Vineberg Jacobs, and Donna Romano White. School-Age Care Environment Rating Scale. New York: Teachers College Press, 1996.

[5] Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.

Staffing of Group Child Care Programs: For YoungStar applications received in 2013, the following rules will apply in regard to Track 2 Group programs:

For YoungStar,[6] the person who is designated as the Director shall be on-site for at least 25% of the total number of hours they work for the program and shall have the following responsibilities:

1. Supervision of the planning and implementation of the programming for children
2. Supervision of the staff at the program
3. Staff meetings and orientation
4. Continuing education for the staff

A person can only be associated in The Registry's organizational profile with one program at a time. This means a person who has responsibilities for more than one program must choose one organization profile with which to be affiliated.

<u>Exceptions—The following exceptions to the rule will be allowed:</u>

- **Centralized administration:** if the program is administrated outside the center/site, the program may ask for an exception to the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed above) must be performed by a person who is on-site at the center/site for at least 25% of the total number of hours they work for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site. In these cases, the program has two options:

  i. Option 1: List a person from the administrative office who is responsible for 3 and/or 4 as the Director.

  ii. Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Director. **If the program wants to choose this option and the person listed as the Director is also a Lead Teacher, the rules for Dual-Role (below) must be followed. Note:** Programs licensed for 31 or more children (regardless of the full or part-time nature of the program) must have a Director who does not additionally have regularly scheduled Lead Teaching responsibilities. The person serving as the Site Supervisor may step in to help out with Group Leader responsibilities if a staff member is ill, during staff break/meal times, when special programming or activities require more adults to be in the room or for emergencies.

- **Dual-role:** programs licensed for 30 or fewer children may, in the following limited circumstances, have a Director who also serves as a Lead Teacher:

  - To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open[7] devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 3 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 10 hours per week.

  - To be eligible to earn 4 Stars: The person in the dual-role has 37.5% of the time the program is open devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 4 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 15 hours per week.

  - To be eligible to earn 5 Stars: A full-time dedicated Director must be in place, who meets the educational qualifications for a 5 Star rating.

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[6] Licensing requirements regarding the role of the Director are different from YoungStar and can be found here: http://dcf.wisconsin.gov/childcare/licensed/Rules.HTM. Licensing is meant to be a base level for health and safety and YoungStar is meant to be a step higher toward quality. So, while a program may be following licensing requirements for the role of a Director, the requirements outlined in this document will be used for YoungStar.

[7] "The time the program is open" means the number of hours the program accepts children for care. If a program had additional hours where staff are present but no children are in care, these hours do not count toward the time the program is open.

Verification of the exceptions: To verify this indicator, the program may be asked to provide schedules, pay stubs, timesheets, job descriptions, employee handbooks and/or employment policy and procedure documentation.

A. Education and Training of Lead Teachers and Director

In the following charts, the points are not cumulative. The center will receive credit for the highest education level attained in each chart. If an individual's Registry Level falls in between two point levels, the program will be awarded the points for the lower of the two levels. For example, if a Director is at Registry Level 11, she would receive 1 point because her Registry Level is higher than the requirement at the 1 point level but did not meet the requirement at the 3 point level.

Any time an Associate's degree is referenced in this document, 60 credits beyond high school would be accepted as equivalent to the Associate's degree.

A.1 Lead Teacher Qualifications

Quality Indicators – Lead Teacher Qualifications	Requirement	Points Awarded
Lead teachers with CDA's for 50% of all classrooms	Registry Level 6	1
Lead Teachers with 6 related credits beyond high school for 25% of all classrooms	Registry Level 7	1
Lead Teachers with 6 related credits for 50% of all classrooms – **Required for 3 Stars**	Registry Level 7	2
Lead Teachers with Infant/Toddler or Inclusion Credential for 50% of classrooms or 18 related credits; all other classrooms have a Lead Teacher with at least 6 related credits – **Required for 4 Stars**	Registry Level 9	3
Lead Teachers with Administrator or Preschool Credential or 24 related credits for 50% of classrooms; all other classrooms have a Lead Teacher with at least 6 related credits	Registry Level 10	4
Lead Teachers with related Associate's Degree (AA) for 50% of classrooms and all other classrooms have a Lead Teacher with at least 6 related credits	Registry Level 12	5
Lead Teachers with related AA degree for 50% of classrooms and Lead Teachers with Registry credentials for the rest of the classrooms	Registry Level 12	6
Lead Teachers with related AA degree for 100% of classrooms – **Required for 5 Stars**	Registry Level 12	7
Lead Teachers with AA degree for 50% of classrooms and Bachelor's Degrees/or Bachelor's Degree with DPI License for 50% of classrooms	Registry Levels 12 and 14	8
Lead Teachers with related Bachelor's Degrees for 100% of classrooms or Bachelor's Degree with DPI License or Master's Degree or Doctorate	Registry Level 14 or higher	9

A.2 Center Director Qualifications

Quality Indicators – Director Qualifications	Requirement	Points Awarded
Administrator Credential – **Required for 3 Stars**	Registry Level 10	1
Associate's Degree (related) **or** Bachelor's Degree (unrelated) – **Required for 4 Stars**	Registry Level 12	3
Administrator Credential **and either** Associate's Degree (related) **or** Bachelor's Degree (unrelated) – **Required for 5 Stars**	Registry Level 13	4
Bachelor's Degree (related)	Registry Level 14	5
Bachelor's Degree (related) and Administrator Credential or Master's Degree or higher	Registry Level 15 or higher	6

QUALITY INDICATOR	
A.2 Center Director Qualifications	
POINTS AVAILABLE	**0**

Role of the Director For 3 and 4 Star programs ONLY

YoungStar Technical Consultants and Formal Rating Observers will confirm that programs who utilize a dual-role Director or centralized administration are meeting the requirements of this exception through any of the following means: the program's budget, job descriptions, timesheets, pay stubs or schedule. The dual-role Director must also meet the educational qualifications for a 3 or 4 Star rating to receive those respective ratings.

Programs that do not have a Director serving in a dual-role should disregard this indicator. Programs with a dual-role director cannot earn 5 Star ratings. Programs licensed for more than 30 children cannot have a Director serving in a dual-role.

A.2 Role of the Director

Program has a:

☐ Dual-Role Director

☐ Centralized Administrative Structure

Dual-Role

☐ **To earn 3 Stars:** The person in the dual-role has 25% of the time the program is open devoted to the responsibilities of the Director AND child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 3 Star rating.

☐ **To earn 4 Stars:** The person in the dual-role has 37.5% of the time the program is open devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 4 Star rating. *How was the dual-role status verified?*

☐ Budget   ☐ Job description   ☐ Timesheet/schedule   ☐ Pay stubs

Notes on verification of dual-role: _____

_____

_____

_____

_____

Centralized Administration

Responsibilities 1 and 2 (listed below) must be performed by a person who is on-site at the center/site for at least 25% of their working hours. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

Responsibilities

1. Supervision of the planning and implementation of the programming for children
2. Supervision of the staff at the program
3. Staff meetings and orientation
4. Continuing education for the staff

In these cases, the program has two options:

Program chooses:

☐ **Option 1:** List a person from the administrative office who is responsible for 3 and/or 4 as the Director.

☐ **Option 2:** List the person who is on-site performing responsibilities 1 and 2 (listed above) as the Director. **If the program wants to choose this option and the person listed as the Director is also a Lead Teacher, the rules for Dual-Role must be followed.**

With either option, the program must demonstrate sufficient staffing to cover all of the following:

Who supervises the planning and implementation of the programming for children?
_____

Verified through any of the following:

☐ Budget   ☐ Job description   ☐ Timesheet/schedule   ☐ Pay stubs

Notes: _____

_____

_____

Who supervises the staff at the program?
_____

Verified through any of the following:

☐ Budget   ☐ Job description   ☐ Timesheet/schedule   ☐ Pay stubs

Notes: _____

_____

_____

Who conducts staff meetings and orientation?
_____

Verified through any of the following:

☐ Budget   ☐ Job description   ☐ Timesheet/schedule   ☐ Pay stubs

Notes: _____

_____

_____

Who is responsible for continuing education of the staff at the program?

_____

Verified through any of the following:

☐ Budget   ☐ Job description   ☐ Timesheet/schedule   ☐ Pay stubs

Notes: _____

_____

_____

Comments/areas for future work on additional work on Director with dual-role:

B. Learning Environment and Curriculum

Learning Environment and Curriculum: REQUIRED Points

QUALITY INDICATOR B.1.1 Self-Assessment
POINTS AVAILABLE   1

B.1.1 Self-Assessment   REQUIRED for 3, 4, and 5 Stars

For 1 point

Documented annual use of Self-Assessment process for quality improvement using Environment Rating Scales, accreditation self-study, or other approved methods, with a written improvement plan. The program must identify what quality improvement assessment tool has been used, including date(s) the assessment process was completed, and who completed the assessment process within the last 12 months. The program should choose a self-assessment tool that matches the ages of the children in care. If there are children of all ages in care, the program should choose the tool that matches the age of the majority of children in care.

Examples of Self-Assessment and curriculum tools that may be used include:

- Optional Self-Assessment Tool for YoungStar—Group
- City of Madison Self-Assessment
- Council on Accreditation Self-Assessment
- Creative Curriculum for Preschool Implementation Checklist (available by calling Creative Curriculum)
- Creative Curriculum: Implementation & Planning Tool for Infants, Toddlers, & Twos (available by calling Creative Curriculum)
- Early Childhood Environment Rating Scale-Revised (ECERS – R) and Infant/Toddler Environment Rating Scale-Revised (ITERS – R)
- Grow In Quality MAP Tool – 2 Parts
- HighScope Preschool Program Quality Assessment (PQA)
- National Association for the Education of Young Children (NAEYC) Accreditation Self-Assessment Observable Criteria Tool
- National Accreditation Commission (NAC) Self-Assessment
- Program Administration Scale (PAS)

Options For Programs with School-Age Children
- Optional Self-Assessment Tool for YoungStar—School-Age
- California After School Program Quality Self-Assessment Tool
- National Afterschool Association Standards for Quality School Age Care Self-Assessment
- New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool
- Wisconsin After-School Continuous Improvement Process (WASCIP) Self-Assessment Guide – for 21st Century Community Learning Centers
- School-Age Care Environment Rating Scale (SACERS)
- YMCA School-Age Care Program Guidelines (available for YMCAs only)
- Youth Program Quality Assessment (YPQA) – High Scope Youth Program Quality Assessment

VERIFICATION

The Technical Consultant/Rating Observer will verify that a Self-Assessment has been completed within the past 12 months, and document what Self-Assessment tool has been used and the date the Self-Assessment was completed.

The self-assessment should be reviewed by at least 75% of Lead Teachers and the Director. This can be demonstrated through a coversheet, signed by the Director and 75% of Lead Teachers saying they had a chance to review and contribute to the document.

The program needs to do a new self-assessment each YoungStar rating year. So, if the program did a self-assessment in January of one year and they begin the re-rating process in November of the same year, they cannot use the same self-assessment from the previous rating cycle.

B.1.1 Self-Assessment

Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/1

Self-Assessment used: _____

Date of Self-Assessment: _____

Who completed the Self-Assessment? _____

Did at least 75% of Lead Teachers and the Director review and contribute to the Self-Assessment?

☐ Yes   ☐ No

Comments/areas for future work on Self-Assessment:

Total points earned for Indicator B.1.1   _____/1

QUALITY INDICATOR
B.4.1-2 Environment Rating Scales (ERS)
Note: These points are not available for programs that choose a Technical Rating. This only applies to programs that have a Formal Rating with Observation.

POINTS AVAILABLE	3 or 4

B.4.1 Environment Rating Scale   REQUIRED for 4 Stars

For 3 points
Environment Rating Scale average score of 4.

B.4.2 Environment Rating Scale   REQUIRED for 5 Stars

For 4 points
Environment Rating Scale average score of 5.

TOOLS USED TO INFORM INDICATOR B.4		
Early Childhood Environment Rating Scale-Revised (ECERS – R)	**Infant/Toddler Environment Rating Scale- Revised (ITERS – R)**	**SACERS**
Subscales 1- 37	Subscales 1- 32	Subscales 1-38 and 44-49

Total points earned for Indicator B.4.1-2   /4

Learning Environment and Curriculum: OPTIONAL Points

QUALITY INDICATOR
B.1.2-3 Quality Improvement Plan

POINTS AVAILABLE	2

B.1.2 Quality Improvement Plan

For 1 point

Quality Improvement Plan (QIP) developed based upon Self-Assessment using the quality improvement Self-Assessment process described above.

Identify the following within the Quality Improvement Plan:

- Who completed the Quality Improvement Plan and what the findings were?
- What goals have been identified for quality improvement over the next year?
- What steps will be taken to meet those identified goals, including what timeline is necessary to complete the action plan identified?

VERIFICATION

The Technical Consultant/Rating Observer is responsible for the verification of a complete Quality Improvement Plan that is based upon a Self-Assessment.

B.1.2 Quality Improvement Plan
Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/1
Date of Quality Improvement Plan: _____ *Who completed the QIP?* _____ *What goals have been identified for quality improvement over the next year (list up to three)?* 1. _____ 2. _____ 3. _____ Comments/areas for future work on QIP:

B.1.3 Additional Work on Quality Improvement Plan

For 1 point
Option 1: Quality Improvement Plan verified by an <u>outside</u> entity within the last 12 months

<div align="center">OR</div>

Option 2: At least **two hours** of additional time spent working with a Professional Development Approval System (PDAS) Approved Technical Consultant (outside of YoungStar technical consultation hours) on an item identified in the Provider's Quality Improvement Plan.

Option 1 Notes
"Outside entity" means an individual other than the Provider's Technical Consultant/Rating Observer who is a PDAS-Approved Technical Consultant. The outside entity must complete the on-site assessment process and develop a Quality Improvement Plan in collaboration with the Provider. See Appendix A for criteria in selection of a Self-Assessment and Quality Improvement Planning tools. To find a PDAS-approved trainer, contact The Registry at 608-222-1123.

Option 2 Notes
This option is available for programs who want to work more in-depth on a specific issue outside of the hours allotted for YoungStar. The time must be at least two hours in length and must focus on an item in the program's Quality Improvement Plan. The time must be spent with a PDAS-Approved Technical Consultant. The program may request to have their YoungStar Technical Consultant or another staff member from their local YoungStar office provide this service as Consultant time permits. Local YoungStar Offices charge fees for this service which may vary by location and Technical Consultant.

<div align="center"><u>VERIFICATION</u></div>

Verification of this indicator will be a copy of the receipt from the PDAS-Approved Technical Consultant OR a copy of the YoungStar Quality Improvement Plan Additional Work/Outside Verification Worksheet.

B.1.3 Additional Work on Quality Improvement Plan
Indicator Met: ☐ Yes ☐ Not Met   Point(s) Earned: _____/1
☐ *Option 1* *Name of outside entity: _____* *Date of review by outside entity: _____* ***OR*** ☐ *Option 2* *Name of PDAS-approved Technical Consultant that was hired to do additional work:* *_____* *Date of additional work: _____* Comments/areas for future work on additional work on QIP:

<div align="center" style="background-color:yellow">Total points earned for Indicator B.1.2-3   _____/2</div>

QUALITY INDICATOR	
B.2.1-2 Wisconsin Model Early Learning Standards or School-Age Curricular Framework	
POINTS AVAILABLE	**3**

B.2.1 Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF) training

For 1 point
Lead Teachers in 50% of classrooms completing full WMELS training (15-18 hours) or training in SACF (15 hours). Lead Teachers have the option of completing either training only if school-age children are enrolled.

For 2 points
Lead Teachers in 100% of classrooms completing full WMELS training (15-18 hours) or training in SACF (15 hours). Lead Teachers have the option of completing either training only if school-age children are enrolled.

NOTE: Verification will be completed through automated linkage with The Registry to identify Lead Teacher have completed either the full WMELS 15-18 hour training delivered by an approved WMELS trainer or has completed WMELS credit based training or the SACF 15 hour training. The intent of this indicator is that the Provider is trained in the tool that matches the age group(s) served (at least one of the children in care should match the age group of the tool in which the Provider is trained). However, the Registry will give the Provider credit for this indicator if the Lead Teachers have taken either training.

B.2.1 WMELS or School-Age Curricular Framework training
Indicator Met: ☐ Yes ☐ Not Met   Point(s) Earned: _____/2   **VERIFIED BY THE REGISTRY**
Comments/areas for future work on WMELS or SACF training:

B.2.2 Curriculum/Programming aligned with WMELS or SACF

For 1 point
The program uses a curriculum aligned with the Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF). This means WMELS or SACF is implemented for the curriculum/programming for all children in care.

WMELS
WMELS are NOT a curriculum or assessment tool. The WMELS provide a framework of developmentally appropriate expectations for young children and should be used as a tool to help the Lead Teacher determine goals for children based on their developmental age level and implement plans for developmentally appropriate environments and experiences that support children's approach to learning and accomplishment of goals.

More information about WMELS can be found at the Wisconsin Early Childhood Collaborating Partners website: http://www.collaboratingpartners.com/wmels-about.php

Overall, when a Lead Teacher is developing lesson plans, the five domains of the WMELS should be recognized:
1. Health and Physical Development
2. Social and Emotional Development
3. Language Development and Communication
4. Approaches to Learning
5. Cognition and General Knowledge

Child care programs must demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards' five domains of early learning and development through **all** of the following:
• Lesson plans reflect the WMELS five domains with goals for learning written on lesson plans.
• Interest centers reflect the WMELS five domains.
• Learning experiences are linked to child assessments and goals/outcomes for children and the program as a whole.

In addition to curriculum alignment, WMELS is also used to provide information to parents and staff (if applicable). This can be demonstrated through **two or more** of the following:
Parent handbook; document from parent meetings, support group meetings and/or other events where the WMELS are reviewed and discussed with parents and other interested parties; daily information sheets that are given to parents; parent conference reports; newsletter; or orientation materials.

School-Age Curricular Framework
The SACF is NOT a curriculum or an assessment tool, but a framework for guides what staff are teaching and how staff are teaching. A school-age curricular framework is child/youth-centered; developed to meet the unique needs of all children and youth; and requires staff to be intentional about planning experiences to enhance learning and development. Curricular framework planning is informed by ongoing, appropriate assessment. Providers use a variety of authentic assessment strategies and tools to gauge the effectiveness of curriculum activities in meeting objectives for children/youth. Resource materials are available which contain ideas for school-age program activities.

School-age programming should show evidence of the following:
• Matching up programming/activities with children's general needs in development, scope and sequence, and interests;
• How children will benefit from the program activity;
• Appropriateness of activities based on the developmental needs of children, the cultural needs of the children, and inclusion practices for children;
• Equipment, supplies and set up needed for the program activity;
• Time needed to experience program activity; and
• Supervision needed to support program activity.

Programs that have school-age children must demonstrate how their programming or curriculum aligns with the School-Age Curricular Framework's nine content areas:
1. Language, Literacy, and Numeracy
2. Arts and Culture
3. Global Learning
4. Health and Wellness
5. Media and Technology
6. Science, Technology, Engineering, and Math Education
7. Social Emotional Development/Character Education
8. Environmental Learning
9. Service Learning.

This must be demonstrated through all of the following:
- Lesson/activity plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment written on lesson plans,
- Interest areas reflect the School-Age Curricular Framework nine content areas
- Enrichment experiences are linked to the goals/outcomes for children and the program as a whole and are:
    - project based, hands on, inquiry based
    - age-appropriate and developmentally appropriate
    - include 21st century skill-building and leadership activities
    - improve life skills and character education
    - integrated across multiple curriculum areas
    - be conducted using a variety of grouping levels (individual, small group, full group work)
    - intentional in scope and sequence

Note: All Framework Content Areas do not have to be addressed every day. The program should make a decision about how many times a week a Framework Content Areas will be addressed. A program may include the guidelines in their parent handbook, center operational policies, or in staff training materials. Activities such as service learning may happen monthly or several times a year.

For example:

Daily:
- Planned large motor activity (minimum 15 minutes per day at afterschool program)
- Homework/Academic support (minimum 30 minutes daily)
- Social-Emotional Development/Character Development

Bi-weekly:
- Health and Wellness
- Media and Technology
- Science, Technology, Engineering & Math (STEM)
- Arts & Culture
- Global Learning
- Language, Literacy and Numeracy

Monthly:
- Service Learning
- Environmental Learning

Head Start

Programs that have Head Start and Early Head Start components may choose to demonstrate curriculum alignment with Head Start Performance Standards' Domains and Early Learning Framework to provide high quality, developmentally appropriate programming. The Head Start standards are aligned with WMELS. The Head Start Domains for child development and learning are:
- Physical Development
- Social & Emotional Development
- Approaches to Learning
- Language Development
- Literacy knowledge & Skills
- Mathematics knowledge & Skills
- Science knowledge & Skills

- Creative Arts Expression
- Logic & Reasoning
- Social Studies knowledge & Skills
- English Language Development

VERIFICATION

Verification of programming alignment will be done by the Technical Consultant/Rating Observer. **To earn this point, every classroom must have curriculum/programming aligned with WMELS/SACF.** To use Consultant/Rating Observer time wisely, verification of this indicator can be done in one classroom for each age group served: infant, toddler, preschool and/or school age. The Consultant/Rating Observer must review the most recent consecutive four weeks' lesson plans for this indicator. If the center has only one or two age groups, the Consultant/Rating Observer should choose three classrooms in which to verify this indicator. If there are questions, the Department will make a determination. The Department will review curriculum that is submitted to them to determine if a curriculum is in line with the School-Age Curricular Framework.

For WMELS: Child care programs must demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards' five domains of early learning and development through all of the following:

- Lesson plans reflect the WMELS five domains with goals for learning written on lesson plans.
- Interest centers reflect the WMELS five domains.
- Learning experiences are linked to child assessments and goals/outcomes for children and the program as a whole.

Programs must also show how information about how the program implements WMELS is communicated to families.

For SACF: To verify that curriculum is aligned with the School-Age Curricular Framework, consultant must see all of the following in at least one school-age classroom (if present):

- Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment written on lesson plans.

- Interest areas reflect the School-Age Curricular Framework nine content areas.

- Enrichment experiences are linked to the goals/outcomes for children and the program as a whole and are:

  - project based, hands on, inquiry based
  - age-appropriate and developmentally appropriate
  - include 21st century skill-building and leadership activities
  - improve life skills and character education
  - integrated across multiple curriculum areas
  - conducted using a variety of grouping levels (individual, small group, full group work)
  - intentional in scope and sequence

For programs that use Head Start standards, the TC should verify that the lesson plans in the Head Start program recognize the 11 domains identified. More information about the Head Start Child Development and Early Learning Framework is available here:
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework%28rev-Sept2011%29.pdf

B.2.2 Curriculum aligned with WMELS or SACF

Indicator Met: ☐ Yes ☐ Not Met Point(s) Earned: _____/1

WMELS Alignment

To verify that curriculum is aligned with WMELS, consultant must see all of the following in one classroom selected from each age grouping:

Infants

Classroom verified: _____

☐   Not Applicable because this age group is not served

Most recent consecutive 4 weeks of lesson plans reflect the WMELS five domains with goals for learning written on lesson plans?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Interest centers reflect the WMELS five domains?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Learning experiences are linked to child assessments and goals/outcomes for children and the program as a whole?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Toddlers

Classroom verified: _____

☐   Not Applicable because this age group is not served

Most recent consecutive 4 weeks of lesson plans reflect the WMELS five domains with goals for learning written on lesson plans?

☐   Yes   ☐ No
Comments: _____

_____

_____

Interest centers reflect the WMELS five domains?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Learning experiences are linked to child assessments and goals/outcomes for children and the program as a whole?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Preschoolers

Classroom verified: _____

☐   Not Applicable because this age group is not served

Most recent consecutive 4 weeks of lesson plans reflect the WMELS five domains with goals for learning written on lesson plans?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Interest centers reflect the WMELS five domains?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Learning experiences are linked to child assessments and goals/outcomes for children and the program as a whole?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

School-Age Children (if not using School-Age Curricular Framework)

Classroom verified: _____

☐   Not Applicable because this age group is not served or program is using SACF

Most recent consecutive 4 weeks of lesson plans reflect the WMELS five domains with goals for learning written on lesson plans?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Interest centers reflect the WMELS five domains?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

Learning experiences are linked to child assessments and goals/outcomes for children and the program as a whole?

☐   Yes   ☐ No
Comments: _____

_____

_____

_____

WMELS information is communicated to families? (Need to see two ways)

☐ Yes   ☐ No

1. _____

2. _____

SACF Alignment (if not using WMELS for this age group)

☐   Not applicable because this age group is not served or program is using WMELS for this age group.

To verify that curriculum is aligned with the School-Age Curricular Framework, consultant must see all of the following in at least one school-age classroom (if present):

☐   *Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment written on lesson plans.*

☐   *Interest areas reflect the School-Age Curricular Framework nine content areas.*

☐ *Enrichment experiences are linked to the goals/outcomes for children and the program as a whole and are:*

　☐ *project based, hands on, inquiry based*
　☐ *age-appropriate and developmentally appropriate*
　☐ *include 21st century skill-building and leadership activities*
　☐ *improve life skills and character education*
　☐ *integrated across multiple curriculum areas*
　☐ *conducted using a variety of grouping levels (individual, small group, full group work)*
　☐ *intentional in scope and sequence*

Head Start (if applicable)

To verify that curriculum is aligned with the Head Start components, consultant must verify that the most recent consecutive 4 weeks of Lesson or Activity plans align with the following 11 Head Start Performance Standards' Domains and Early Learning Framework:

　☐ *Physical Development*
　☐ *Social & Emotional Development*
　☐ *Approaches to Learning*
　☐ *Language Development*
　☐ *Literacy knowledge & Skills*
　☐ *Mathematics knowledge & Skills*
　☐ *Science knowledge & Skills*
　☐ *Creative Arts Expression*
　☐ *Logic & Reasoning*
　☐ *Social Studies knowledge & Skills*
　☐ *English Language Development*

Comments: _____

_____

_____

_____

Comments/areas for future work on curriculum alignment with WMELS or SACF

TOOLS USED TO INFORM INDICATOR B.2			
ECERS – R	**ITERS – R**	**SACERS**	**Program Administration Scale (PAS)**
Space and Furnishings	**Space and Furnishings**	**Space and Furnishings**	
4. Room Arrangement for Play	4. Room Arrangement for Play	1. Indoor space 2. Space for gross motor activities 3. Space for privacy 4. Room arrangement 5. Furnishing for routine care 6. Furnishing for learning and recreational activities 8. Furnishing for gross motor activities 9. Access to host facilities	Item 11: Assessment in Support of Learning
Language and Reasoning	**Listening and Talking**	**Interactions**	
16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language	12. Helping children understand language 13. Helping children use language 14. Use of books	28.Greeting/departing 29. Staff-child interactions 30. Staff-child communication 31.Staff supervision of children 32. Discipline 33. Peer interactions 34. Interactions between staff and parents 35. Staff interactions	Item 16: Family Communications
Activities	**Activities**	**Activities**	
19. Fine Motor 20. Art 21. Music/movement 22. Blocks 23. Sand/water 24. Dramatic play 25. Nature/science 26. Math/number	15. Fine motor 16. Active physical play 17. Art 18. Music and Movement 19. Blocks 20. Dramatic play 21. Sand and water play 22. Nature/science	20. Arts and crafts 21. Music and movement 22. Blocks and construction 23. Drama/theater 24. Language/reading activities 25. Math/reasoning activities 26. Science/nature activities	
Program Structure	**Program Structure**	**Program Structure**	

| 34. Schedule | 29. Schedule | 37. Schedule | |
| 35. Free Play | 30. Free Play | 38. Free choice | |

<div align="center">**Total points earned for Indicator B.2.1-2   _____/3**</div>

QUALITY INDICATOR
B.3.1-3 Child Outcomes

POINTS AVAILABLE	3

B.3.1 Individual child portfolios

For 1 point
Program uses individual child portfolios to document individual children's progress over time.

Portfolios are records of the child's process of learning and must document the following five practices (which will be verified by Consultant/Rating Observers):

1. **What the child has learned and how the child has gone about learning:** This can be shown through the study of children's work and processes by which they learn include their drawings, constructions (block buildings), conversation or presentations. They give evidence of what a child knows and can do. Children's work products can document individual as well as group experiences. The process used to create the product can also be observed and documented in an assessment tool or participation charts. The child will use various styles of learning - verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal. Some suggestions for documenting these are provided below:
   - Look for responses from children. Clues to children's development and learning are received when we ask children questions, make requests, give directions, lead discussions, assign tasks, set up equipment in a particular way, provide particular materials, and conduct short conferences and interviews.
   - Note how children respond to assistance from the teacher during instruction.
   - Seek other information from other adults.
   - Use tools to document including assessment tools, anecdotal notes, photographs, rubrics, or participation charts or developmental checklists.

2. **How the child thinks, questions, analyzes, synthesizes, produces, and creates:** This can be shown through observing the child in play and the child participating in stories or dramatic play, games, or invention activities. Some suggestions for documenting these are provided below:
   - Preschoolers can analyze by graphing events or numbers, designing and inventions, and experiments. Infants and Toddlers can analyze use of materials and watching an adult model using developmentally appropriate materials.
   - Note how children respond to assistance from the teacher during instruction.
   - Seek other information from other adults.
   - Use tools to document (assessments, anecdotal notes, photographs, rubrics, or participation charts or graphs).

3. **How the child interacts - intellectually, emotionally and socially - with others:** This can be shown by observing children's play, storytelling, reenactment of stories, dramatic play, interactions with adults or peers, and how the child initiates play with peers in small or large group. Children learn to use strategies such as making comments that are appropriate to the ongoing interactions as learned from teachers and adults who model appropriate responses. Creative learning activities such as block play and open-ended activities will give children opportunities to build positive relationships others.

Documentation of collected information can be done by conducting observations of the child in group settings or with peers. Photographs and anecdotal notes are ways to create additional support documentation of a child's social and emotional development with others. Use of an assessment tool can be used to record the development of social/emotional skills to support development of goals for children.

4. **Goals for child outcomes are included in child portfolios**

5. **Artifacts/samples of the child's work**

Portfolios for Children Birth to Five
Portfolios would ideally also include child assessments, screening tools, inventories or developmental checklists but this is not necessary to earn the point for this Indicator.

Portfolios for School-Age Children
For school-age children, screeners are used in school, but not often used in before and after school care. To supplement a screener, a survey or inventory can be used to initially document children's growth and development as they begin participation in the program. The survey/inventory asks parents questions about their child. This allows school-age programs to identify meaningful, efficient, and engaging ways to share important information with parents. An inventory tool is a way to bring children's experiences in school-age programs to life for parents. It can help parents recognize the important ways school-age programs support their children's development. The portfolios will vary from child to child because of individual differences among children.

Items that may be included in a School-Age Portfolio:
- Developmental Checklists of Tasks used to support, help, guide or encourage children in developmental tasks including physical development, new thinking skills, social skills, learning about the world beyond home and family, competence, new thoughts and feelings, and independence.
- Anecdotal records
- Running observations
- Work samples
- Photographs
- Video and Audio recordings
- Children's Journaling Excerpts

YoungStar staff and the Wisconsin Afterschool Network have developed an enrollment inventory for school-age children that is available online free of charge here:
http://dcf.wisconsin.gov/youngstar/pdf/enrollment_inventory.pdf.

VERIFICATION
To earn this point, portfolios must be used for underline every child ages birth to five and must be robust for every child who is in regular attendance.[8] For school-age children, portfolios must be used for every child who is in regular attendance. To use Consultant/Rating Observer time wisely, verification of this indicator can be done in one classroom for each age group served: infant, toddler, preschool and/or school age.). If the center has only one or two age groups, the Consultant/Rating Observer should choose three classrooms in which to verify this indicator. If a child has been in attendance less than 3 months, the portfolio for that child should be created and have at least one piece of evidence or observation in it.

---

[8] See definition of "child in regular attendance on page 3.

A portfolio for children who are not school-age **should include** at least one piece of evidence or observation from each of the five following categories to be considered complete:

- o What the child has learned and how the child has gone about learning;
- o How the child thinks, questions, analyzes, synthesizes, produces, creates;
- o How the child interacts – intellectually, emotionally and socially – with others;
- o Goals for child outcomes are included in child portfolios; and
- o Artifacts/samples of the child's work.

For school-age children, portfolios **should have** at least three pieces of evidence or observations to be considered complete.

"Progress over time" can be verified through seeing copies of child portfolios. Ideally, programs will start a portfolio for a child at the time of first enrollment and the portfolio will continue until the child leaves the program. **Programs must be able to demonstrate at least one year of portfolio use.** The Consultant/Rating Observer must use his/her judgment to determine if portfolios are used actively and in an ongoing manner. This means, at a minimum, the portfolios should be updated with a piece of evidence or observation at least once every three months (four times per year). If the program is only open for part of the year, pro-rate this based upon the number of months the program is open. For example, if the program is open three months of the year, they should update the portfolios at least once per year.

If a Provider sends portfolios home with families every so often and does not keep copies of these as proof, the program can still earn the point for this indicator if this practice is noted in the parent handbook and supported in practice. In this case, a Consultant/Rating Observer may encourage a Provider to make photocopies of these things over the year to demonstrate this practice for YoungStar.

B.3.1 Individual child portfolios
Indicator Met: ☐ Yes ☐ Not Met   Point(s) Earned: _____/1

Portfolios must include demonstration of all of the following for each of the age groups below to earn the point for this indicator. Use the space below each check box to describe how this is demonstrated in each age group.
 	
 <u>Infants</u>
 	
 ☐ Age Group Not Served
 	
 Portfolios demonstrate all of the following:
 	
 ☐ *What the child has learned*
 	
   Demonstrated through: _____
 	
   _____
 	
   _____
 	
   _____
 	
 ☐ *How the child thinks*
 	
   Demonstrated through: _____
 	
   _____

_____

_____

☐ *How the child interacts*

   Demonstrated through: _____

     _____

     _____

     _____

☐ *Goals for child outcomes*

   Demonstrated through: _____

     _____

     _____

     _____

☐ *Artifacts/samples of child's work*

   Demonstrated through: _____

     _____

     _____

     _____

How is children's progress over time demonstrated? _____

_____

_____

_____

<u>Toddlers</u>

☐ Age Group Not Served

Portfolios demonstrate all of the following:

☐ *What the child has learned*

   Demonstrated through: _____

     _____

     _____

_____

☐ *How the child thinks*

   Demonstrated through: _____

   _____

   _____

   _____

☐ *How the child interacts*

   Demonstrated through: _____

   _____

   _____

   _____

☐ *Goals for child outcomes*

   Demonstrated through: _____

   _____

   _____

   _____

☐ *Artifacts/samples of child's work*

   Demonstrated through: _____

   _____

   _____

   _____

How is children's progress over time demonstrated? _____

_____

_____

_____

Preschoolers

☐ Age Group Not Served

Portfolios demonstrate all of the following:

☐ *What the child has learned*

Demonstrated through: _____

_____

_____

_____

☐ *How the child thinks*

Demonstrated through: _____

_____

_____

_____

☐ *How the child interacts*

Demonstrated through: _____

_____

_____

_____

☐ *Goals for child outcomes*

Demonstrated through: _____

_____

_____

_____

☐ *Artifacts/samples of child's work*

Demonstrated through: _____

_____

_____

_____

How is children's progress over time demonstrated? _____

_____

_____

_____

School-Age Children

☐ Age Group Not Served

Portfolios demonstrate include at least three pieces of evidence:

☐ *Yes*   ☐ *No*

List at least three pieces of evidence here:

_____

_____

_____

Comments/areas for future work on child portfolios:

B.3.2 Teacher Uses Intentional Planning to Improve Child Outcomes

For 1 point
Teacher uses intentional planning to improve child outcomes. This includes the use of an individual child assessment tools.

Intentional planning means acting purposefully (based on an individual child assessment), with a goal in mind and a plan for accomplishing it. Programs can demonstrate this through assessing individual children and using what is learned from the assessment to establish lesson plans and program areas where they aim to improve child outcomes and refine how they plan and implement activities based upon child assessments.

Authentic child assessment can be defined as focused observations which use reliable and valid evidence-based methods to incorporate strength-based functional assessment in natural environments using natural supports. It uses everyday relationships, observations of growth and development, consideration of individual learning styles and differences; and utilization of all environments in which the child lives and learns.

Assessment is on-going, continuous, and not done on a fixed timeline. Assessments will bring about benefits for children, programs and families. They should not add undue burden to families, Providers or local and state administrators.

The training needed for assessment varies by tool. Providers must be trained on the assessment tool that they use to inform their practice and individualize instruction for children in their care. Training could include any of the following: reading a book; watching a video; or attending training by a PDAS-approved trainer or by other staff at the program. If there is no physical proof of the training (i.e. a certificate of attendance or similar artifact), the Consultant/Rating Observer needs to ensure the person who took the training understands the training content and can explain how the training will influence their practice.

Examples of assessment tools that may be used for children birth to five years:

- Assessment, Evaluation, and Programming Systems (AEPS) for Infants and Children (Volumes 3 and 4)
- Creative Curriculum Child Assessment Tools
- High Scope – COR Assessment
- New Portage Guide
- Six Simple Ways to Assess Young Children—Developmental Milestone Checklist
- Work Sampling—Rebus, Inc.

School-Age
Assessments are tied to children's daily activities, including child-guided experiences (e.g., in learning areas or work on projects) and peer-to-peer interactions. Staff may record on-the-spot assessments whenever possible (i.e. observe, ask, listen in, check), using the information to shape their teaching, moment by moment with individual children. Surveys/evaluations are also a way to check in with children. School-age children should have the opportunity to provide input into programming and how they learn. Older children could do this by completing a questionnaire; younger school-age children may need assistance with a survey/evaluation.

Assessment tools/surveys for school-age children can be customized or adapted to suit the assessment goals of a program and implemented internally without assistance. It is not expected that all school-age programming would address similar outcomes. It is also expected that there can be valid outcomes for programs to achieve that may not be included in assessment/survey tools. Different indicators may be used for different age groups to ensure the outcomes are developmentally appropriate.

A well-constructed program with clear goals and activities linked to those goals may achieve a wide range of youth outcomes. Youth programs operating during the non-school hours are important partners that work alongside families and schools to support learning and development. Some programs prioritize academics; others prioritize enrichment, recreation or leadership development; others combine together a combination of these. Most of these programs aim to develop cross-cutting skills that will help youth to be successful now and help ensure they are ready for college, work and life. Partnering with the classroom teacher from the child's school is an opportunity to receive external evaluations or insight into the child's work from school. External evaluations can be valuable when partnering to support children's development.

Examples of assessment tools that may be used for school-age children:

- Afterschool Youth Outcomes Inventory, PASE
- Creating Portfolios With Kids in Out-of-School Programs (Developmental Checklist for School-Age): : http://www.newroads-consulting.com/store.html
- Personal Learning Plans
- Parent, Provider, child surveys, questionnaires, or evaluations
- National Institute on Out-of-School Time (NIOST):
  - Survey of Afterschool Youth Outcomes (SAYO)
  - Collections of Youth Outcome Measure Tools

VERIFICATION

Program must be able to demonstrate that they do all of the following:

1. Assess individual children
   This can be shown by using ongoing assessment practices. Any and all the domains of child's learning and development can be assessed. A program will gather information to determine the current developmental level of the child by using observation, using anecdotal notes, or collecting children's work, and then using development milestones checklists or a reliable assessment tool to put together the information on a collection form (assessment summary) to document progress in relation to age-

appropriate expectations. The goal is to gauge a child's abilities, attitudes and social skills, prior knowledge and understanding, and skills and habits in relation to what the program emphasizes. The Consultants/Rating Observer will verify that assessment of individual children is taking place by:

- Conducting an interview of the Lead Teacher to review the:
  i. Individual classroom procedures for conducting assessments.
  ii. Modifications that are being made for individual needs of children
- Track dates of collections for children's individual documentation – current goals should be updated on the assessment summary weekly. (B.3.1 – Updates to portfolios should be completed at least once every three months.)

2. <u>Use what is learned from the assessment process to establish lesson plans and program areas where they aim to improve child outcomes.</u>
This can be shown by using curriculum and environment to support the developmental level and goals for individual children, small groups of children and the larger group of children as a whole. This information can be indicated on the lesson plans and in the environment. Various learning areas can be identified on the lesson plan which will allow the teacher to provide structure for exploration with the materials and environment. Developmental goals that describe what the children will do through environment-based learning centers with curriculum that emerges from the children's interests are written in the planning framework or lesson plan. A lesson plan should include written small group goals, large group goals and individual children's goals. By writing down goals on a lesson plan/activity plan or individual child plan, it keeps focus on the purposes for activities and the ways that learning can be supported for children's development. Technical Consultants/Raters will need to see a direct connection between assessment summaries and the goals identified on lesson plans on a sampling of portfolios. If a program does not have a lesson plan they can still earn this component but must have a way of indicating that they are documenting goals for individual children.

3. <u>Refine how they plan and implement activities based upon child assessments.</u>
This can be shown through implementation of the assessment process, lesson plan and interest areas/learning centers designed for the children. Learning opportunities and activities are guided by supportive interactions and relationships that are age appropriate, individually appropriate, and culturally appropriate. This will be reflected in the course of a series of lesson plans that are used to focus on goals for the children by using curriculum and the environment to design and create exploration, to support adult guidance, and allow information to be collected and documented for a collection/assessment summary for each child or groups of children. The Consultants/Rating Observer will verify that Lead Teachers can explain how they refine and implement activities based upon child assessments is taking place by:

- Conducting an interview of the Lead Teacher about:
  o How they are supporting children being successful at the stage each child is at and not only the whole group of children
  o modifications that are being made for individual needs of children and use of teacher strategies to support children's learning
- Tracking through consecutive 4 weeks of lesson plans with specific children's goals.

To earn the point for this Indicator, **all classrooms must use intentional planning.** To use the verification time wisely, <u>a Consultant/Rating Observer should request to see the most recent consecutive four weeks of lesson plans and a sampling of individual child assessments/developmental milestone checklists or portfolio entries for one classroom from each age group served: infant, toddler, preschool and/or school age.</u>

Note: Assessments that are designed by the program may be used if, in the opinion of the Consultant/Rating Observer, they are appropriate. If the Consultant/Rating Observer has any doubts or wants verification, he or she may send the assessment to DCF for review.

B.3.2 Intentional planning to improve child outcomes

Indicator Met: ☐ Yes ☐ Not Met   Point(s) Earned: _____/1

Infants

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed at least twice per year for every child in regular attendance?

☐   Yes   ☐   No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

_____

Consultant/Rating Observer verified that lesson plans and program areas use what is learned from the assessment process to establish goals for improving child outcomes?

☐   Yes   ☐   No
Comments: _____

_____

_____

_____

Consultant/Rating Observer verified that the Lead Teacher refines how he/she plans and implements activities based upon child assessments

☐   Yes   ☐   No
Comments: _____

_____

_____

_____

Toddlers

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed at least twice per year for every child in regular attendance?

☐   Yes   ☐   No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

_____

Consultant/Rating Observer verified that lesson plans and program areas use what is learned from the assessment process to establish goals for improving child outcomes?

☐ Yes ☐ No

Comments: _____

_____

_____

_____

Consultant/Rating Observer verified that the Lead Teacher refines how he/she plans and implements activities based upon child assessments

☐ Yes ☐ No

Comments: _____

_____

_____

_____

Preschoolers

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed at least twice per year for every child in regular attendance?

☐ Yes ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

_____

Consultant/Rating Observer verified that lesson plans and program areas use what is learned from the assessment process to establish goals for improving child outcomes?

☐ Yes ☐ No

Comments: _____

_____

_____

_____

Consultant/Rating Observer verified that the Lead Teacher refines how he/she plans and implements activities based upon child assessments

☐ Yes ☐ No

Comments: _____

_____

_____

_____

School-Age Children

☐ Age Group Not Served

Classroom verified: _____

Child assessments (or inventories/surveys) performed at least twice per year for every child in regular attendance?

    ☐   Yes   ☐ No

Which assessment(s) is/are used? _____

Comments: _____

_____

_____

_____

Consultant/Rating Observer verified that lesson plans and program areas use what is learned from the assessment process to establish goals for improving child outcomes?

    ☐   Yes   ☐ No

Comments: _____

_____

_____

_____

Consultant/Rating Observer verified that the Lead Teacher refines how he/she plans and implements activities based upon child assessments

    ☐   Yes   ☐ No

Comments: _____

_____

_____

_____

How did the Technical Consultant/Rating Observer verify that the teachers are trained in the assessment they are using? _____

_____

Comments/areas for future work on intentional planning:

B.3.3 Individual Child Outcomes Tracked

For 1 point

Teacher tracks individual child goals and outcomes to demonstrate that teacher training and child interactions improve children's individual outcomes. **Programs must be able to demonstrate at least six months of tracking child outcomes to earn the points for this indicator.** See indicator B.3.2 for examples of assessment tools that may be used. If an initial assessment has been done on the children in the group, and because of the timing of the rating, a follow up assessment has not been completed, the program may still earn the point by demonstrating past assessments.

Child outcome standards describe the knowledge and skills children should acquire by the end of the year. Comprehensive child outcome standards define the range of knowledge and skills that children should master. They can also extend beyond knowledge and skills, describing the kinds of habits, attitudes, and dispositions children are expected to develop as a result of classroom experiences.

Outcome statements very often are called STANDARDS. These standards (outcomes) include developmental domains, but also specify what information or facts children are expected to know. For outcome standards to strengthen instruction and boost achievement they must be receptive to assessment. Outcome standards are written in ways that take into account the unique ways that children develop and learn. Programs must be able to document child outcome standards (the knowledge, skills, and dispositions children demonstrate).

Outcomes, curriculum, and assessment should align. Once expectations for learning are agreed on, the curriculum should align with those expectations; (curriculum should teach children the things they will be expected to have learned). Assessment tools should align with both outcomes and the curriculum, measuring what the outcomes specify and what the curriculum teaches.

Programs should use a cycle of:
- Assessment of children to learn where children are;
- Planning of goals for child outcomes
- Implementation of those plans; and
- Review of child outcomes after implementation to learn which strategies worked to further the children's development.

VERIFICATION

To earn this point, programs must be able to demonstrate at least six months of tracking child outcomes **for every child in regular attendance.** To earn the point for this Indicator, all classrooms must track individual outcomes but to use verification time wisely, a Consultant/Rating Observer should request to see the most recent consecutive four weeks of lesson plans for one classrooms from each age group served: infant, toddler, preschool and/or school age.

To earn this point, Consultants and Rating Observers should ensure the Director shows an understanding of

child outcomes and can explain how individual child outcomes are tracked over the duration of a child's enrollment. Individual teachers must be able to demonstrate they track child outcomes through portfolios and lesson plans. The teacher must show that lesson plans are adapted to reflect goals from individual child assessments.

If an initial assessment has been done on the children in the classroom, and because of the timing of the rating, a follow up assessment has not been completed, the program may still earn the point by demonstrating past assessments. If the program is in the process of performing assessments for the first time and has not completed the first round of assessments, the program **MAY NOT** earn the point for assessments.

B.3.3 Individual child outcomes tracked

Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/1

Note: this point cannot be earned if center does not earn point for Indicators B.3.1 and B.3.2 AND they cannot earn this point in the first year if they have not already started tracking child outcomes.

How does Director show an understanding of child outcomes and the importance of tracking them throughout the child's enrollment? _____

_____

_____

_____

Raters should use the age grouping sections below to support this answer.

Infants

☐ Age Group Not Served

Classroom verified: _____

How did the program demonstrate six months of tracking individual child outcomes?

☐ Lesson Plans   ☐ Portfolios   ☐ Individual Child Assessments   ☐ Other

_____

_____

_____

_____

_____

Toddlers

☐ Age Group Not Served

Classroom verified: _____

How did the program demonstrate six months of tracking individual child outcomes?

☐ Lesson Plans   ☐ Portfolios   ☐ Individual Child Assessments   ☐ Other

_____

_____

_____

_____

_____

<u>Preschoolers</u>

☐ Age Group Not Served

Classroom verified: _____

How did the program demonstrate six months of tracking individual child outcomes?

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

_____

_____

<u>School-Age Children</u>

☐ Age Group Not Served

Classroom verified: _____

How did the program demonstrate six months of tracking individual child outcomes?

☐ Lesson Plans ☐ Portfolios ☐ Individual Child Assessments ☐ Other

_____

_____

_____

_____

_____

Comments/areas for future work on tracking individual child outcomes:

TOOLS USED TO INFORM INDICATOR B.3
PAS: Child Assessment
Item 11: Assessment in Support of Learning

Total points earned for Indicator B.3.1-3 _____/3

C. Business and Professional Practices

Business and Professional Practices: <u>REQUIRED</u> Points

QUALITY INDICATOR
C.1 Signed YoungStar Contract

POINTS AVAILABLE	0

C.1 Signed YoungStar Contract   REQUIRED for 2, 3, 4, and 5 Stars

<u>For 0 points</u>
Program must sign and hand in a YoungStar Contract to participate in YoungStar. They do not earn any points for doing this; it is just a prerequisite for participation. This contract is valid for one year.

QUALITY INDICATOR
C.2 Business Practices

POINTS AVAILABLE	3

C.2.1 Ongoing Yearly Budget/Budget Review/Record-Keeping/Taxes

REQUIRED for 3, 4, and 5 Stars
<u>For 1 point</u>
The program does all of the following:
1. Develops an annual line-item budget which includes funding for at least one item in the program's Quality Improvement Plan
2. Reviews the budget annually and makes adjustments to future budgets if necessary
3. Demonstrates record-keeping practices that track income and expenses including meals and snacks served
4. Completes timely and accurate tax documents

VERIFICATION
The Technical Consultant/Rating Observer needs to verify the following four items for this indicator:
1. **Line-item Budget:** The program has an annual line-item operating budget which includes all of the following:
   a. Projected income and expenses for current year divided into line-items: this is to be a 12-month budget but does not necessarily need to follow the calendar year—they may use the state or federal fiscal years or some other time period. The Technical Consultant/Rating Observer needs to verify that the program has a budget for the current 12-month period using whatever fiscal year the program has chosen to use. For example, if the program is using a state fiscal year (July to June), and it is October 2012, the Technical Consultant/Rating Observer would need to see the budget that runs from July 2012 to June 2013. The requirement is to show this for a 12-month period. This could be shown in one sheet that covers a 12-month span or could be broken down monthly or quarterly, depending on the program's preference.
   b. One line-item which includes funding for at least one item in the program's Quality Improvement Plan (QIP): this may be a line-item by itself or may be an item within a line-item. For example, a program may have WMELS training in their QIP and they may be shown within a line-item for "Training" or may be named "QIP line-item" explicitly.
   Note: Large, multi-site organizations may have a large budget which includes one

or more programs within it. YoungStar recognizes that each site may not have an individual budget. Consultants need to be able to verify each of the items listed above for the individual sites within the larger budget to earn the point for this indicator.

2. **Budget Review:** The program reviews the budget annually and makes adjustments to future annual budgets if necessary. Providers should not continually update or change dollar amounts on their current budgets, but rather review them periodically and use the information to inform and create future budgets. This should be shown through the following:
   a. The program has a report of actual income and expenses divided into line-items for the previous fiscal year and can demonstrate to the Technical Consultant/Rating Observer at least one area where the actual income and expenses from the previous year informed the annual budget for the current year. This may be shown as a separate document or as part of the annual budget document in the form of additional columns or notes.

3. **Record-Keeping Practices:** The program demonstrates record-keeping practices that track income and expenses including tracking meals and snacks. All of the following must be verified for this indicator:
   a. **Tracking income and expenses:** Verification will be completed by the Technical Consultant/Rating Observer reviewing documents that demonstrate that the program is keeping track of income received and expenses paid within categories for the line-item budget. The Technical Consultant/Rating Observer needs to see evidence of one month's worth of records but extrapolating information from one month to determine *actual income received* for the whole year is not accepted business practice.
   b. **Tracking Meals and Snacks:** CACFP claims (last 2 months and an in-progress claim) would satisfy this requirement. Providers not on CACFP must be able to provide records (Technical Consultant/Rating Observer can request up to 3 months' worth) documenting:
      i. Menus
      ii. Meal/snack components (what was <u>actually served</u> if different from printed/posted menu)
      iii. Children served that meal/snack **(programs not on CACFP will need to keep track of number of children served meal/snack to meet this requirement)**
      iv. Date meal/snack was served
      v. Time meal/snack was served (a meal "window" posted on a schedule is fine [i.e., LUNCH 11-1130AM], as long as this is reasonably accurate to what is observed by TC/RO.)
   Note: if children bring all meals and snacks from home, this part of the indicator does not need to be verified.

4. **Accurate Taxes:** The program completes timely and accurate tax documents. For a group child care, the Technical Consultant/Rating Observer needs to see signed or electronically filed copies of all of the following:
      i. Copy of last 4 quarterly 941's or 944's
      ii. Copy of last year's Federal Income Tax Return (Form 1065, Form 1120, Form 1120S or Form 990)
      iii. If they have employees: Copy of last year's State WT-7 OR W3 if they don't file WT-7 because the employees are exempt from paying taxes

Accurate Taxes

There are many different tax reports that child care programs need to file with the Federal and State Government. There are two categories of tax reports that you will need to verify that the child care program has filed. The first is payroll taxes. The second is income taxes. Income tax returns have confidential and sensitive information. The requirement is only to verify that the required income tax reports have been filed. Child care programs should blackout any social security numbers and amounts on the income tax returns. The payroll tax returns do not have sensitive data so there is no need to black out amounts on those returns.

941/944: There are Federal and State payroll tax reports that need to be filed. The Federal payroll taxes are reported on either Federal Form 941 or 944. These reports are filed quarterly. This return reports the amount of taxes withheld from employee's pay checks for Federal Tax, Social Security Tax and Medicare Tax. This return also includes the amount that the child care program owes for Social Security Tax and Medicare Tax. Verify that either the 941 or 944 has been filed for the previous quarter. If a program has been open for less than a year, they would need to show the 941/944s for the quarters they have been open. If the program is only open for a portion of the year, they would need to show 941/944s for the quarters of the year they are open.

Federal Income Tax Return: Which Federal income tax return filed depends upon the type of organization. Verify that one of these Federal Income Tax reports was filed for the previous year by looking at the signature page of the return. Confirm that it was signed and dated.

- A Partnership will file a Federal Form 1065
- A Limited Liability Company (LLC) will file either a Federal Form 1065 or 1120
- A Subchapter S or C Corporation will file a Federal Form 1120
- A Non-Profit Corporation will file a Federal Form 990.

WT-7/WT-3: If the program has employees, they need to file a WT-7 or WT-3. Most programs will have WT-7s. The amount withheld from employee's pay checks for State Tax is reported on the Wisconsin form WT-7 annually. Verify that the WT-7 was filed for the previous year. If the program has employees who are tax-exempt, they will file a WT-3 instead of or in addition to a WT-7.

Budget Definitions

Actual Report of Income and Expenses: A report of actual income and expenses that shows the same line-items as the budget, but with the real (not estimated) amounts in the document. This is often called an "Income Statement" or a "Profit and Loss Statement." Technical Consultant/Rating Observers should make sure the budget is **not** a report of actual income and expenses, but an estimate of the year to come. The actual report of income and expenses of the previous year should be used by the program to inform budget planning for the coming year.

Budget: An annual operating budget is a line-item projection or estimate of income and expenses that the program will have for a 12-month period, either the calendar year or the program's fiscal year.

Fixed vs. Variable: Many budgets show the projected income and expenses as annual dollar amounts, separated into fixed and variable. Fixed income or expenses generally stay the same throughout the year. For example, the rent for the space used for the program is a fixed expense. Variable income or expenses change, and may increase or decrease depending on

the number of children attending. Variable expenses can be budgeted by something other than a set yearly/monthly amount, such as a percentage of income or the cost per child. An example of a variable cost is food, which increases and decreases depending on enrollment. Tuition is an example of a variable income that increases or decreases as enrollment fluctuates.

Line-Items: Line-items are descriptions of income or expenses within a budget. For programs that are at the 3 Star level, line-items may be general and broad. At the 4 and 5 Star level, Consultants should encourage programs to get more detailed with the line-items they use in their budgets. There is no specific number and/or type of line-item required for YoungStar. Line items used are decided by the program, based on their needs.

<div align="center">

What if a Program Doesn't Have a Budget?
</div>

o **If a new program opens and wants to create a budget**, the Director can create a budget which includes current month and every month for the rest of the calendar year (Example: if it is August 2011, the starting month of the budget would be August 2011 and the ending month would be Dec 2011). In order to receive credit for "assessing the program's financial status" during this first budget period, the Director would need to provide actual income and expense amounts for the months completed of the budget time span, current within a one month lapse. A budget must be created annually after the initial budget period is completed.

o **If an existing program would like to create a budget for the first time**, the Director can create a budget which includes estimates of income and expenses for 6 months prior to the current month and 6 months forward, for a total of 12 months. In order to receive credit for "assessing the program's financial status" during this first budget period, the Director would need to provide actual income and expense amounts for the first 6 months of the budgeted time span and use this to inform the second 6 months of their annual budget. A budget must be created annually after the initial budget period is completed.

o **If the program is currently using a budget**, the program must create a new annual budget each year. To satisfy the "yearly assessment of program financial status" the program must show that ACTUAL expenses/income for the past 12-month time frame informed the current annual budget.

o **If a program has not been in existence for 12 months**, the program would not be eligible for a formal rating with observation.

C.2.1 Ongoing yearly budget, budget review, record-keeping and taxes
Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/1
All checkboxes below must be marked "Yes" to earn the point for this indicator. **Budget** *Does the program have a line-item budget for the current fiscal year?* ☐ Yes   ☐ No

Is there at least one line of the budget that reflects a goal from the program's Quality Improvement Plan?

☐ Yes   ☐ No

Notes on budget: _____

_____

_____

_____

_____

Budget Review

Does the program have a report of <u>actual</u> income and expenses for the previous fiscal year that is used to inform the budget?

☐ Yes   ☐ No

Can the program demonstrate at least one area where the actual income and/or expenses from the previous year informed the current annual budget?

☐ Yes   ☐ No

Notes on budget: _____

_____

_____

Record-keeping

Does the program track income received and expenses paid within a line-item budget?

☐ Yes   ☐ No

Documentation provided: _____

_____

Does the program have a written record of the following?

☐ CACFP claims (last 2 months submitted and in-progress claim would satisfy this)

OR

☐ Programs not on CACFP must be able to provide records (up to 3 months' worth) documenting:

- menus
- meal/snack components (what was <u>actually served</u> if different from printed/posted menu)
- children served that meal/snack (programs not on CACFP will need to keep track of number of children served meal/snack to meet this requirement)
- date meal/snack was served
- time meal/snack was served (a meal "window" posted on a schedule is fine [i.e., LUNCH 11-1130AM], as long as this is reasonably accurate to what is observed by TC/RO.)

Note: if children bring all meals and snacks from home, this part of the indicator does not need to be verified.

Tax records

What type of organization is the program?

☐ Partnership ☐ Limited Liability Company (LLC) ☐ Subchapter S ☐ C Corp.

☐ Non-profit ☐ Other: _____

☐ The program is tax-exempt *(in this case the Technical Consultant/Rating Observer must see the program's tax-exempt certification/letter)*

Multi-Member LLC

Does the program have a signed or electronically filed copy of all of the following:

The last 4 quarterly 941's or 944's   ☐ Yes   ☐ No

Notes: _____

_____

Last year's Federal Income Tax Return (Form 1065, Form 1120, Form 1120S or Form 990)   ☐ Yes   ☐ No

Notes: _____

_____

If they have employees: *Copy of last year's State WT-7 OR W3 if they don't file WT-7 because the employees are exempt from paying taxes*   ☐ Yes   ☐ No

☐ No employees

Notes: _____

_____

Comments/areas for future work on budget, budget review, record-keeping and taxes:

TOOLS USED TO INFORM INDICATOR C.2.1
PAS: Fiscal Management
Item 12: Budget Planning

C.2.2 Employment Policies and Procedures   REQUIRED for 4 and 5 Stars

For 1 point

Written copy of employment policies and procedures including: job descriptions and hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies and staff expectations. In this indicator "available" or "readily available" means that the staff knows about the existence of

the document and if the staff member requests a copy, they will be given a copy within 24 hours of the request.

- Job descriptions: A written job description is available for all teaching staff (Lead Teachers, teachers, assistant teachers, etc.) and Director and/or administrator: A written procedure is available that says the program gives staff a job description upon hire. The job description is based on the responsibilities of the job. There is a different description for each job title, not each staff member.

- Hiring practices: A written process for hiring is available: The program will detail the process it uses to recruit, interview and select employees. It will include each person's responsibilities in the process. The process will include information on what the interviewer may not ask that can discriminate against the job applicant.

- Personnel policies: Written personnel policies are available to all center staff: Personnel policies are made available to all center staff upon hire and are available to all staff while at the center.

- Salary/benefit schedules: All center staff have access to a written salary scale which outlines staff roles and takes into account several factors when differentiating between salary schedules encompassing educational qualifications/ specialized training and years of experience related to the age group served. A written salary scale is a document which shows the beginning rate of wages/benefits earned by employees in regard to factors the employer deems important.

    In child care, these factors are often:

    - o   Education level
    - o   Years of experience
    - o   Specialized training
    - o   Job title

    It also shows how an employee earns an increase in wages/benefits. There are a number of ways that organizations choose for these increases. Some include:

    - o   A standard annual cost of living increase (COLA)
    - o   Earned through years of service
    - o   Earned by acquiring additional training, credits, or degrees
    - o   Earned by a high performance on an annual review

    It is up to the individual programs to decide starting wages for each level of the scale as well as the methods by which increases are earned. Increases can be done in set amounts or a percentage of current wages.

    Salary and benefit schedules are made available to all center staff upon hire and are available to all staff while at the center. There is an annual process for evaluating and increasing salary and benefits.

- Evaluation procedures: Annual performance appraisal process includes input from teaching staff. This means that staff have input on the evaluation process, not that each staff member evaluates every other staff member.

    Criteria for appraising staff performance are different for each role and are tied to the specific responsibilities outlined in each job description. A written performance appraisal

process is available to all staff while at the center. For all staff who have been working for 90 days or more there is a written appraisal on file. When there is a large number of staff, not all staff need to be checked. A sample size of about 25% is sufficient to determine if the appraisals are being completed. The appraisal includes a self-evaluation as well as an evaluation done by the person they report to. TC/RO needs to ensure that the appraisals are kept confidential. This can be verified verbally.

If a center is in their first year of operation, it is understood they will not have annual performance appraisals done for each employee. In this case, the programs must have written performance appraisal for all employees who have been employed for longer than 90 days; these evaluations must include a self-evaluation done by the teaching staff as well as an evaluation done by the person they report to. After the first year of operations, annual performance appraisals must be done.

- Staff disciplinary policies: A written policy of progressive discipline is available to all center staff: The disciplinary policy details the behaviors that are subject to disciplinary action, the consequences and timeframe for notification of violation. When a violation occurs, the employee will be informed of the violation and the consequences at the earliest opportunity. Notifications can be done verbally and/or in writing. The policy must reflect that the notification is done in private and between the employee and the person they report to. When violations are repeated the consequences become more severe.

- Grievance procedures: A written grievance policy is available to all center staff: The grievance policy explains who the person they need to notify, how it needs to be reported and how the grievance will be evaluated. For example, if an employee disputes a decision made they have an opportunity to file a grievance.

- Program policies: Written program policies are available to all center staff and families.

- Staff expectations: Written staff expectations are available to all center staff: They can be in a separate document or part of the job description, personnel policies, and/or performance appraisal.

C.2.2 Employment policies and procedures
Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/1

Job descriptions

What are the job titles of the teaching staff? _____

_____

_____

Does the program have a written job description for each of the teaching staff?

☐ Yes   ☐ No

Does the program have a written procedure available that says the program gives staff a job description upon hire?

☐ Yes   ☐ No

Are job descriptions available to staff and prospective staff?

☐ Yes   ☐ No

Are job descriptions different for each of the teaching staff?

☐ Yes   ☐ No

Notes on job descriptions: _____

_____

_____

_____

Hiring practices

Does the program have a written hiring process?

☐ Yes ☐ No

Does the hiring process explain who is responsible for each part of the process?

☐ Yes ☐ No

Does the program having information on what can and can't be asked in an interview so they do not discrimination against job applicants?

☐ Yes ☐ No

Notes on hiring practices: _____

_____

_____

_____

Personnel policies

Does the program have written personnel policies readily available to staff?

☐ Yes ☐ No

Notes on personnel policies: _____

_____

_____

_____

Salary/benefit schedules

Does the program have a written salary and benefit schedule easily available to staff and prospective staff?

☐ Yes ☐ No

Does the program have a written process for evaluating and increasing salary and benefits?

☐ Yes ☐ No

Notes on salary/benefits: _____

_____

_____

_____

Evaluation procedures

Does the program have a written performance appraisal process that is easily available

to staff?

☐ Yes　☐ No

How many staff have been employed for 90 days or more? _____

Does the program have a written performance appraisal on file for each staff person who has been employed for at least 90 days? (this can be verified by seeing files for 25% of staff)

☐ Yes　☐ No

Does the performance appraisal include a self-evaluation for staff to complete?

☐ Yes　☐ No

Notes on evaluation procedures: _____

_____

_____

_____

Staff disciplinary policies
Does the program have a written disciplinary policy that is easily available to staff?

☐ Yes　☐ No

Does the disciplinary policy include the methods to inform the employees of violation, the consequences of violations and the timeframe for notification of violation?

☐ Yes　☐ No

Does the disciplinary policy address the need for privacy in staff disciplinary actions?

☐ Yes　☐ No

Does the disciplinary policy address the need to increase the severity for repeated violations?

☐ Yes　☐ No

Notes on staff disciplinary policies: _____

_____

_____

Grievance procedures
Does the program have a written grievance policy that is easily available to staff?

☐ Yes　☐ No

Does the grievance policy explain who and how the employee needs to notify if they have a grievance?

☐ Yes　☐ No

Does the grievance policy explain how the grievance will be evaluated?

☐ Yes　☐ No

Notes on grievance policies: _____

_____

_____

Program policies

Does the program have written program policies readily available to families and staff?

☐ Yes   ☐ No

Notes on program policies: _____

_____

_____

Staff expectations

Does the program have written staff expectations readily available to staff?

☐ Yes   ☐ No

If yes, which document(s) contain staff expectations? _____

_____

Notes on staff expectations: _____

_____

_____

_____

Comments/areas for future work on overall employment policies and procedures:

TOOLS USED TO INFORM INDICATOR C.2.2
PAS
Item 2: Supervision and Performance Appraisal
Item 4: Compensation

C.2.3 Use of Model Work Standards   REQUIRED for 5 Stars

For 1 point

Program offers evidence of using Model Work Standards for administration of business including hiring, staffing and business planning.

A high quality adult working environment is crucial to sustaining quality improvements over time. The Model Work Standards are viewed as standards that promote goal-setting, and as such can be used as a framework for establishing an action plan. Other tools, however, could also be used to achieve desired results (examples of tools include: *Question-Based Planning, A*

Great Place to Work, and *Blueprint for Action).*

To demonstrate that a program is using the Model Work Standards, they must do all of the following:

- The program conducts an annual strategic planning process to improve quality in the program and develop a strategic plan. The strategic plan addresses improvements in the adult work environment.
- All staff are involved in identifying needs for improving working conditions and the work environment. The needs identified by staff are included in the strategic planning process.
- All staff are involved in prioritizing the needs for improving working conditions and the work environment.
- All staff are involved in setting goals for improvements in working conditions and the work environment
- All staff are involved in writing action plans for improvements in working conditions and the work environment and are involved in the improvement process. There is a template available for creating this plan. The plan <u>must</u> include:
  - o Clearly stated goal(s),
  - o Names of persons who will be engaged in helping to achieve the goal (to include members of the staff),
  - o Specific steps are needed to achieve the goal,
  - o The timeline for achieving the goal, and
  - o A plan to evaluate.

  - o Plans <u>may</u> address improvements in a wide variety of areas, including: needs of staff in terms of the physical environment; interaction and collaboration among staff; relationships and communication needs; opportunities for professional growth, leadership & shared decision-making; challenges posed by scheduling and daily routines; improved working conditions, etc.
- The staff are involved in evaluating the progress made towards goals to improve working conditions and the work environment.

NOTE: If the program is in the first year of using Model Work Standards, it is not expected that programs will be in the implementation phase of their action plan in order to earn a point. To earn a required point at the 5 Star level, or to earn an optional point at other star levels in a program's first year of implementing this practice, a meeting must have occurred and at least one goal identified with an action plan. After the first year, programs must demonstrate evidence of all items mentioned and show evidence that the program has made progress on at least one goal from the action plan of the previous year.

C.2.3 Use of Model Work Standards
Indicator Met: ☐ Yes ☐ Not Met   Point(s) Earned: _____/1
Has the Director/administrator read the Model Work Standards, Question-Based Planning, A Great Place to Work, or Blueprint for Action? ☐ Yes   ☐ No   Which book was read? _____ *Does program have a written agenda and notes from their strategic planning process meeting?* ***This meeting should have been 1-2 hours minimally.***

☐ Yes   ☐ No

Did at least 75% of the staff attend?

☐ Yes   ☐ No

Was there a participatory process used in the development of an action plan? For this to be met, a written document on the process used to maximize staff engagement – either provided within or attached to the meeting agenda – must be provided that describes how:

- o *All staff are involved in identifying needs.*
- o *All staff are involved in prioritizing identified needs.*
- o *All staff are involved in developing goals based on their priorities.*

☐ Yes   ☐ No

How were the staff involved? _____

_____

_____

_____

Was there a facilitator? Ideally an outside facilitator would support this process. However, if the director or a lead teacher facilitates, there must be a commitment to a process of shared decision-making among all involved. Training in this area is available and a template for a meeting process is available.

☐ Yes Name: _____   ☐ No

Is there a written action plan for the year that specifies 1-3 goals that the program will work on to improve the work environment and/or working conditions?

☐ Yes   ☐ No

If this is the second year of earning this point, has the program made progress on at least one of the goals from the previous year?

☐ Yes   ☐ No   ☐ Not Applicable (Program's First Year in YoungStar)

List the goal and progress made: _____

_____

_____

_____

_____

Comments/areas for future work on Model Work Standards:

Total points earned for Indicator C.2.1-3 _____ /3

Business and Professional Practices: <u>OPTIONAL</u> Points

QUALITY INDICATOR
C.3.1-5 Professional Development

POINTS AVAILABLE	1

<u>C.3.1-5: Professional development</u>
<u>1 point is awarded if TWO or more of the following practices are evident</u>

o <u>C.3.1—Annual staff evaluation includes professional development goal-setting:</u> A staff evaluation that includes professional development goal-setting has been completed in the past year and is on file for every staff person who has been employed for a full year or more.

If a center is in their first year of operation, it is understood they will not have annual evaluations done for each employee. In this case, the programs must have written evaluations for all employees who have been employed for longer than 90 days; these evaluations must include professional development goal setting. After the first year of operation, annual evaluations must be done

o <u>C.3.2—Access to professional development funding:</u> (specifically to meet goals of individual staff PD plans): The Income Statement has an expense account line-item for professional development or a similarly named account. The line-item shows that there have been expenses paid in the past 12 months. This could include participation in T.E.A.C.H. or access to other funds to support completion of education or training. Invoice(s) or other supporting documents are available with the amount spent on professional development to meet the goals of individual staff PD plans.

o <u>C.3.3—Access to professional development materials on-site:</u> The program has at least 10 books, CD's, electronic/online resources and/or other PD materials on-site that are available to staff on a variety of topics.

o <u>C.3.4—Director and/or administrator have active membership in a professional association focused on ECE or school-age care:</u> The Director and/or administrator plays an active role in a professional ECE or school-age association. Proof of membership can be membership cards, letters and/or invoices with dates of membership. Active membership means that they are current members who attend 4 meetings per year: either regular meetings of the association or of committees/ groups/teams per year (in person or by phone or web conference). Meeting schedules, agendas, notes/minutes of the meetings will provide proof of <u>active</u> participation. Both must be proven for this point. ECE associations may include BCDI, NAEYC, WECA, Local AEYC, NACCP, NAMTA, and WCCAA. School-age associations may include Wisconsin Afterschool Association or the National Afterschool Association.

If the Director belongs to more than one organization and attend a total of four meetings across multiple organizations (for example: 2 NAEYC meetings and 2 BCDI meetings) per year, this would meet the requirement for this indicator.

Other organizations may be approved upon DCF review. If Providers would like to submit their organization for consideration, they should contact their Technical Consultant or complete the **Application for an Organization to be Recognized as a**

Professional Association by YoungStar which is available online at:
http://dcf.wisconsin.gov/youngstar/pdf/application_organization_recognized.pdf

- o <u>C.3.5—75% or higher retention rate of well-educated (AA or higher) Lead Teachers and program administration over most recent 3-yr. Period:</u> Staff retention is calculated by dividing the number of currently employed Lead Teachers and program administrator with AA degrees or higher who have been employed for three years or longer by the total number of currently employed Lead Teachers and program administrator with AA degrees or higher.   For example, if a program has three Lead Teachers with AA degrees and a Director with a Bachelor's degree. The total number of people in our pool (the denominator) is four (three Lead Teachers + one Director). Seventy-five percent of four is three. So, three of the four would have to have been there for three years or more to earn credit for this part of the indicator.

C.3 Professional development

Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/1

At least two Indicators in C.3 must be verified to earn this point. Place a checkmark in the boxes that correspond to the Indicators that were verified.

☐ **C.3.1 Staff evaluations**
Goal-setting around professional development is evident in staff evaluation.

☐ Yes   ☐ No

Notes on staff evaluations with professional development goal-setting: _____

_____

_____

_____

☐ **C.3.2 Professional development funding**
What professional development goals does the program have? _____

_____

_____

If the program has a line-item budget, does the program have line-item on the budget for professional development?

☐ Yes Name of line-item in budget: _____
☐ No   ☐ Program does not have a line-item budget

Has there been money spent on professional development in the last 12 months? (This can be shown through receipts or invoices from professional development activities.)

☐ Yes   ☐ No

Notes on professional development funding: _____

_____

_____

☐ **C.3.3 Professional development materials**
Does the program have at least 10 books, DVD's, electronic/online resources, current magazines (within the last 12 months), CD's and/or other professional development

material available to staff?

☐ Yes ☐ No

If Yes, what is available? _____

_____

_____

Notes on professional development materials: _____

_____

_____

☐ **C.3.4 Membership in a professional association**
   Does the Director/Administrator belong to an Early Childhood professional association?

☐ Yes ☐ No

If Yes, which association(s)?
_____

How did the Consultant/Rating Observer verify that the Director/Administrator is a member? (invoice, membership card, letter, etc.)
_____

*How did the Consultant/Rating Observer verify that the Director/Administrator is an **active** member? (meeting notes, agendas, etc.)*
_____

_____

Notes on membership in a professional association: _____

_____

_____

_____

☐ **C.3.5 Retention rate**
   To calculate the retention rate, divide the number on line B by the number on line A.

How many currently employed Lead Teachers/Directors with an Associate's Degree or higher does the program have?   A) _____

How many of the currently employed Lead Teachers/Directors have an Associate's Degree or higher and have been employed for three years of longer?

                                                    B) _____

                                    Retention rate: _____%

Notes on retention rate: _____

_____

_____

_____

Comments/areas for future work on overall professional development:

Total points earned for Indicator C.3.1-5	**_____/1**

QUALITY INDICATOR
C.4.1-4 Staff Benefits

POINTS AVAILABLE	1

C.4.1-4: Staff benefits
1 point is awarded if TWO or more of the following practices are evident

o C.4.1—Access to health insurance with 25% contribution: The budget or Income Statement has a line-item for group health insurance showing that the program pays at least 25% of the group health insurance premiums for full-time Lead Teachers and Director. A written policy needs to be conveniently available to all Lead Teachers and Director showing that the employer covers at least 25% of the monthly premiums for all full-time staff. If the program can show through policies that the benefit is offered but no one took it, they can meet the intent of this indicator.

o C.4.2—Access to pension/retirement with contribution: The budget or Income Statement has a line-item for pension/retirement expense for full-time staff. An invoice or statement supports that the company contributes toward the full-time Lead Teachers and Director pension/retirement account. If the program can show through policies that the benefit is offered but no one took it, they can meet the intent of this indicator.

o C.4.3—Paid time off of 18 or more days per year for full-time Lead Teachers, prorated for part-time staff: Written Paid Time Off (PTO) policy is readily available to Lead Teachers and Director while at the center which details the amount of PTO they earn. If PTO is earned at a per minute basis, then the rate is multiplied by 2,040 hours and then divided by 8 hours to calculate the annual number of days available. If the center hires Part-time Lead Teachers, they will earn PTO pro-rated based on the number of hours they work per week. **The 18 days must be available to use during the first year of employment.** Holidays like Christmas, Thanksgiving or Memorial Day count toward the 18 total days if staff are paid for these days off. **Note:** this indicator is pro-rated for programs operating less than a full year. So, if the program is open for 3 months (one-fourth) of the year, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

o C.4.4—All-staff meetings and planning time: The program provides a monthly staff meeting. To demonstrate this, the program should show a schedule of the monthly staff meetings, agendas, minutes from previous meetings and attendance sheets. Staff schedules and/or time sheets show that a total of 2 hours of planning time per week is available for Lead Teachers.

C.4 Staff benefits

Indicator Met: ☐ Yes ☐ Not Met   Point(s) Earned: _____/1

At least two Indicators in C.4 must be verified to earn this point. Place a checkmark in the boxes that correspond to the Indicators that were verified.

☐ **C.4.1 Access to health insurance with 25% employer contribution**
If the program has a line-item budget, does the program have line-item on the budget for health insurance?

☐ Yes Name of line-item in budget: _____

☐ No   ☐ Program does not have a line-item budget

Has there been money spent on health insurance in the last 12 months? (This can be shown (for example) through receipts or invoices from insurance companies, etc.)

☐ Yes Verified through (receipts, invoices, etc.): _____

_____

☐ No

☐ Benefit was offered (evidenced through policies) but no one took the benefit

Is a written copy of the insurance policy conveniently available to staff?

☐ Yes ☐ No

Notes on health insurance: _____

_____

_____

☐ **C.4.2 Access to pension/retirement with employer contribution**
If the program has a line-item budget, does the program have line-item on the budget for pension/retirement?

☐ Yes Name of line-item in budget: _____

☐ No   ☐ Program does not have a line-item budget

Has there been money spent on pension/retirement in the last 12 months? (This can be shown (for example) through receipts or documents showing contribution to a retirement plan.)

☐ Yes Verified through (receipts, statements, etc.): _____

_____

☐ No

☐ Benefit was offered (evidenced through policies) but no one took the benefit

Notes on pension/retirement: _____

_____

_____

_____

☐ **C.4.3 Paid time off**

Does the program have a written policy that gives 18 days of paid time off annually for full-time Lead Teachers and Director?

☐ Yes ☐ No

Does the program pro-rate the paid time off for part-time Lead Teachers?

☐ Yes ☐ No

Notes on paid time off: _____

_____

_____

☐ **C.4.4 All-staff meeting and planning time**

Does the program hold monthly staff meetings?

☐ Yes Verified through (schedules, timesheets, etc.): _____

_____

☐ No

Do Lead Teachers get at least 2 hours of paid planning time per week?

☐ Yes Verified through (schedules, timesheets, etc.): _____

_____

☐ No

Comments/areas for future work on overall staff benefits:

TOOLS USED TO INFORM INDICATOR C.2.2
PAS: Personnel Cost and Allocation
Item 5: Benefits
Item 6: Staffing Patterns and Scheduling

Total points earned for Indicator C.4.1-4 _____/1

QUALITY INDICATOR
C.5.1-6 Parent/Family Involvement

POINTS AVAILABLE   1 or 2

C.5.1-6: Parent/family involvement
1 point is awarded if TWO of the following practices are evident

2 points are awarded if THREE or more of the following practices are evident

o C.5.1—Parents given philosophy, orientation and resources: A written policy is available to families that details the program's philosophy. The materials for families are provided in their native language or resources are made available to families so that they will understand the materials. A written procedure is available explaining how new families are oriented. A written policy is available to families encouraging them to observe the program prior to enrolling and periodically while enrolled.

o C.5.2—Families provide input on program policies and procedures: A written policy is available to families explaining how their input on program policies and procedures will be gathered. Families are given the opportunity to participate in advisory committee, board membership or other committees. If the program uses parent surveys and has a process for using the results of the survey to inform their practice, the program can earn the credit for this indicator. Parent surveys alone (without follow up) do not meet this requirement.

o C.5.3—Annual parent conferences: A written policy for individual parent conferences that are offered at least once per year is convenient to families' schedules. Documentation is on file of what was discussed at the parent conference for all children enrolled at the time of the last parent conference. If the parent refused a conference, documentation of attempts (phone call/email/letter to parents) should be presented to the TC/RO.

o C.5.4—Frequent, on-going, regular communication between staff and families: The program has documentation showing that there is frequent, on-going communication between staff and parents. Documentation may include notes, emails, newsletters, phone call logs and logs of conversations. Three types of communication must be documented.

o C.5.5—Family outreach, education and social opportunities two times per year: Outreach activities are scheduled at least two times per year. Parents are given notice of the activities. Notices can include parent handbook, newsletters, emails, phone calls or other methods to ensure that all families are informed of the activities.

o C.5.6—Information about individual child's day-to-day activities shared with families: The program has documentation of at least three types of communication with parents on their child's activities and progress. Documentation can include day to day communication forms, photos and videos, email messages, logs and other methods. The communication is specific to the child.

C.5 **Parent/family involvement**
Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/2

Two Indicators in C.5 must be verified to earn one point and at least three Indicators in C.5 must be verified to earn two points. Place a checkmark in the boxes that correspond to the Indicators that were verified.

☐ **C.5.1 Parents given philosophy, orientation and resources**
   Is there a written policy that outlines all of the following?

   ☐ Program philosophy

   ☐ How materials/resources are given to parents

   ☐ How new families are oriented

   ☐ Parents are encouraged to observe the program

   Notes on philosophy, orientation and resources: _____

_____

_____

☐ **C.5.2 Families provide input on program policies and procedures**
Is there a written policy that explains families' opportunities for input?

☐ Yes   ☐ No

Are parents allowed to participate in advisory committees, boards or the like? (Parent surveys alone are not sufficient for this Indicator.)

☐ Yes   ☐ No

Notes on family input: _____

_____

_____

_____

☐ **C.5.3 Annual parent conferences**
Does the program have a written policy that says parent conferences are held at least annually and more frequently if needed?

☐ Yes   ☐ No

Did the program provide documentation that the parent conferences occur or that the program has made a best effort to get parents to attend these conferences?

☐ Yes   ☐ No

Notes/documentation provided on parent conferences: _____

_____

_____

☐ **C.5.4 Frequent, on-going, regular communication between staff and families**
Does the program have a record of regular communication between staff and families such as a message board, notes in children's files, emails, etc.?

☐ Yes Verified through the following THREE types (emails, newsletter, etc.):
_____

_____

☐ No

Notes on communication: _____

_____

_____

☐ **C.5.5 Family outreach, education and social opportunities two times per year**
Are parents given notice of outreach activities?

☐ Yes Verified through (emails, newsletter, etc.): _____

_____

☐ No

Notes on family outreach: _____

_____

_____

☐ **C.5.6 Information about individual child's day-to-day activities shared with families**
Are parents kept abreast of their children's day to day activities?

☐ Yes Verified through the following three examples (emails, face to face communication notes, etc.):

_____

_____

☐ No

Notes on information sharing: _____

_____

_____

Comments/areas for future work on overall parent/family involvement:

TOOLS USED TO INFORM INDICATOR C.5.1-6
PAS: Family Partnerships
Item 16: Family Communications
Item 17: Family Support and Involvement

Total points earned for Indicator C.5.1-6   _____/2

D. Health and Wellness

Health and Wellness: <u>REQUIRED</u> Points

QUALITY INDICATOR
D.1.1 Health and Wellness

POINTS AVAILABLE	1

D.1.1 Child and Adult Care Food Program (CACFP) participation/ nutritious meals and snacks

REQUIRED for 3, 4 and 5 Stars

For 1 point
To earn this point, Providers must meet BOTH requirements 1 and 2 below:

1. The program **<u>EITHER</u>** participates in the Child and Adult Care Food Program (CACFP) (confirmed by DPI) including mandatory participation in CACFP-related training opportunities **<u>OR</u>** provides well-balanced meals and snacks daily which can be demonstrated through the latest three months of menus. Further proof may be required in some instances.

<div align="center">AND</div>

2. The program must have policies and procedures on-site to address children's allergies and accommodate dietary restrictions. This requirement applies even if there are no children in care with allergies or dietary restrictions.

Note: If the children bring their own meals and snacks, the Consultant/Rating Observer will verify that the Provider ensures that the meals and snacks brought into the program meet CACFP guidelines and supplements when they do not meet the guidelines.

D.1.1 CACFP/nutritious meals and snacks
Indicator Met: ☐ Yes ☐ Not Met   Point(s) Earned: _____/1
Program participates in CACFP or can provide three months of menus: ☐ Yes   ☐ No
Consultant/Rating Observer verified the following: ☐ *Information on child allergies and dietary restrictions are in policies and procedures and a copy is available on-site*
Comments/areas for future work on nutritious meals/snacks:

Health and Wellness: <u>OPTIONAL</u> Points

QUALITY INDICATOR
D.1.2-4 Health and Wellness

POINTS AVAILABLE	4

D.1.2 60 minutes of physical activity

For 1 point

- **Infants and one year olds:** Program provides physical activity for infants and one year olds – infants having the opportunity to move around in their environment with no more than 15 minutes at a time of placement in restrictive equipment such as swings, bouncy seats, or pack-n-plays/port-a-cribs. Children may be in strollers on walks, in high chairs to eat, and in pack-n-plays or port-a-cribs to sleep for longer periods of time and these practices should not be counted against the program for this indicator. Ideally, children should be in restrictive equipment as little as possible and should never be placed in these devices to sleep (except for pack-n-plays or port-a-cribs). At this time there is no limit for total time children are allowed in these devices in YoungStar.
  - The program will provide infants and one year olds with outdoor play at least two times per day with opportunities for infants to explore and one year olds to have active (free) play.
  - If inclement weather prohibits outside time, equivalent time indoors for physical activity will be available. Definition of inclement weather follows licensing standards from Wisconsin Administrative Code 251.03(14).
  - One year olds will be provided with physical activities at the moderate level of intensity during the day for at least 30 minutes (teacher-led) in 5 – 10 minute increments.

<div align="center">

AND

</div>

- **Toddlers and Preschoolers:** Program provides at least sixty minutes of physical activity for children 2 years old and older. Basic daily routine exists that is familiar to the children and the routine provides balance of teacher-led and unstructured play.
  - The program will provide children with outdoor play at least two times per day with a minimum of 15 minutes of teacher-led activity each time. The activity time will be in 15 minute increments. If inclement weather prohibits outside time, equivalent time indoors for physical activity will be available.
  - Children will be provided with physical activities at the moderate to vigorous level of intensity during transitions from one activity to another in a least half of the daily transitions taking place (e.g., hopping to the next space, follow the leader to another space in the classroom).

<div align="center">

AND

</div>

- **School-Age children:** School-age children should have 60 minutes of staff-led physical activity per day. Physical activity at this age group could mean individual, as well as small and large group challenges to ensure personal improvement and cooperation. This could include dancing, "stations", and team activities that incorporate music and movement. This is pro-rated for programs that serve school-age children less than 8 hours per day. For example, a program operating 2 hours for school-age children would need to have 15

minutes of staff-led physical activity.
- **AND Music and movement:** The program's daily routine must include teacher-led music and movement for at least 10 minutes each day for each age group except school-age children separate from outside time. These 10 minutes are counted toward the 60 minutes of physical activity total.

Note: The 60 minutes is pro-rated for programs that operate less than 8 hours per day. **For example, a program operating 2 hours per day would need to have 15 minutes of physical activity in total.**

Unstructured Play: This is free play which may be outdoors or indoors. Examples of these types of activity include: riding tricycles, a game of tag, climbing. An indoor play area is an area where children are free to run around and do ALL types of movement. Unstructured activity help's children develop imagination, body awareness, and creativity. This type of activity should be child-initiated, where the child directs his/her own activity and play. This type of activity typically is sporadic with a lot of stop and start activity.

Teacher-led: This means physical activities that are led by teachers and are structured. Structured activity involves setting aside a specific time to be active and planning activities to do during that time period. Teacher should plan for these activities but children should not be forced to join in. It is recommended that Providers try to schedule a few 10-15 minute structured physical activities each day to help teach children how to move. Programs will get credit for Teacher-led activities that are offered even if not all children actively participate.

VERIFICATION
To earn the point for this Indicator, all classrooms must follow the guidelines outlined above, but to use verification time wisely, a Consultant/Rating Observer should verify this practice in one classroom of each age group served: infant, toddler, preschool and/or school age. . Lesson plans, observation and/or daily schedules can be used to verify this indicator.

TOOLS USED TO INFORM INDICATOR D.1.2		
(ECERS – R	**ITERS – R**	**SACERS**
Space and Furnishings	**Space and Furnishings**	**Space and Furnishings**
7. Space for Gross Motor Play 8. Gross Motor Equipment	4. Room Arrangement	1. Indoor space 2. Space for gross motor activities 4. Room arrangement 8. Furnishings for gross motor activities
	Activities	**Activities**
	16. Active Physical Play	21. Music and movement
Interaction	**Interaction**	
29. Supervision of Gross Motor Activities	25. Supervision of Play and Learning	
Program Structure	**Program Structure**	**Program Structure**
34. Schedule	29. Schedule 30. Free Play 31. Group Play Activities	37. Schedule 38. Free choice

D.1.2 60 minutes of physical activity

Indicator Met: ☐ Yes ☐ Not Met	Point(s) Earned: _____/1

Infants

Physical activity is provided for infants and one-year-olds which includes all of the following: Infants are not placed in restrictive equipment for more than 15 minutes at a time; infants are given the opportunity to play outside (weather permitting) at least twice per day with opportunities for free play outside; AND one year olds are provided with 30 minutes of teacher-led moderate physical activity in 5-10 minute increments.

Classroom verified: _____

☐ Yes   Verified through one or more of the following:

☐ Lesson Plans

☐ Observation

☐ Daily Schedule

☐ No

☐ Not Applicable because this age group is not served

Comments: _____

_____

_____

_____

_____

Two-Year-Olds and Older

At least sixty minutes of physical activity is provided for children 2 and older which includes all of the following: outdoor play (weather permitting) two times per day with at least 15 minutes of Teacher-Led activities each of the two times AND at least half of all transitions are done at a moderate to vigorous activity level.

Classroom verified: _____

☐ Yes   Verified through one or more of the following:

☐ Lesson Plans

☐ Observation

☐ Daily Schedule

☐ No

☐ Not Applicable because this age group is not served

Comments: _____

_____

_____

_____

_____

School-Age Children

At least sixty minutes of staff-led physical activity is provided.

Classroom verified: _____

☐ Yes   Verified through one or more of the following:

☐ Lesson Plans

☐ Observation

☐ Daily Schedule

☐ No

☐ Not Applicable because this age group is not served

Comments: _____

_____

_____

_____

_____

All Children Except School-Age Children

The program offers at least 10 minutes of music and movement each day for children who are not school-age

☐ Yes   Verified through one or more of the following:

☐ Lesson Plans

☐ Observation

☐ Daily Schedule

☐ No

Comments: _____

_____

_____

_____

_____

Comments/areas for future work in physical activity:

D.1.3 Social Emotional/WI Pyramid Model/Inclusion Training

For 1 point
50% of Lead Teachers and Director has <u>one</u> of the following:
- 3 credits of inclusion training;
- the Wisconsin Pyramid Model for Social and Emotional Competence Infant Toddler and Preschool Modules(24 hours);
- 15 or more hours of training in Positive Behavior Intervention and Supports (PBIS);
- 15 or more hours of Guiding Children's Behavior;
- 12 or more hours of training in Tribes® TLC; or
- 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.

For 2 points
100% of Lead Teachers and Director has <u>one</u> of the following:
Provider has completed one of the following **Registry-verified** trainings/equivalencies:
- 3 credits of inclusion training;
- the Wisconsin Pyramid Model for Social and Emotional Competence Infant Toddler and Preschool Modules(24 hours);
- 15 or more hours of training in Positive Behavior Intervention and Supports (PBIS);
- 15 or more hours of Guiding Children's Behavior;
- 12 or more hours of training in Tribes® TLC; or
- 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.

Notes:
- o Verification for each of the trainings/equivalencies accepted for this indicator will be completed by The Registry.
- o <u>Wisconsin Pyramid Model Training</u>—delivered in multiple formats by Approved Trainers including: two or more full-day workshop training sessions, or an eight-week series training. The total number of hours for this training is 24. Each of these training pathways meets the requirements of Social Emotional content delivery. When the individual has completed the full Wisconsin Pyramid Model Training and the Approved Trainer verifies this within the Registry the Provider's training requirement is met. See Appendix B for a list of the course titles that are accepted for this Indicator.
- o <u>Non-credit training</u>—must meet one or more of the Wisconsin State Personnel Development Grant priorities (see appendix for definition). Consultants and Rating Observers do not need to verify that the training meets these guidelines; The Registry does this.

TOOLS USED TO INFORM INDICATOR D.1.3			
ECERS - R	**ITERS - R**	**SACERS**	**PAS**
Activities	**Activities**	**Activities**	Item 10: Screening
28. Promoting Acceptance of Diversity	24. Promoting Acceptance of Diversity	27. Cultural awareness	and Identification of Special Needs

Program Structure	Program Structure	Special Needs Supplementary Items	
37. Provisions for Children with Disabilities	32. Provisions for Children with Disabilities	44. Provisions for exceptional children 45. Individualization 46. Multiple opportunities for learning and practicing skills 47. Engagement 48. Peer interactions 49. Promoting communication	

D.1.3 Social Emotional/WI Pyramid Model/Inclusion Training
Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/2 **VERIFIED BY THE REGISTRY**
Comments/areas for future work:

D.1.4 Strengthening Families/Child Protective Services Abuse and Neglect Prevention Training

For 1 point

- At least 50% of the Lead Teachers/Director are trained in protective factors training around working with parent through the Strengthening Families Initiative or have attained the Family Services Credential,[9] Touchpoints Training, or Registry-approved equivalent that demonstrates knowledge of protective factors.

<div align="center">OR</div>

- 100% of Lead Teachers/Director have completed Department-approved child abuse and neglect mandated reporter training or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect.

NOTE: Automated linkage with The Registry will verify Lead Teacher/Director have completed full Strengthening Families Protective Factors Training and/or Department-approved child abuse and neglect mandated reporter training. See **Appendix B** for a list of the course titles that are accepted for the Department-approved child abuse and neglect mandated reporter training or Darkness to Light portion of this point. Other trainings may be submitted to the Department for evaluation to see if they meet the intent of the indicator.

D.1.4 Strengthening Families/Child Protective Services Abuse and Neglect Prevention Training
Indicator Met: ☐ Yes   ☐ Not Met   Point(s) Earned: _____/1 **VERIFIED BY THE REGISTRY**
Comments/areas for future work:

---

[9] See **Appendix A** for a definition of the Family Services Credential.

Total points earned for Indicator D.1.1-4   _____/5

Score Sheet for Rating

Quality Indicator	Points Available	Points Earned	Verification		
			Conslt. Initials	Director Initials	Date Verif.
A. Education and Training of Lead Teachers and Director					
Note: Consultants do not verify quality indicators on this score sheet. Points in this category are automatically awarded using Registry data. This section is included on the score sheet so that programs can get a picture of total points earned.					
A.1 Lead Teachers	9		**Registry Verified**		
A.2 Center Director	6				
*Alternative administration: Program uses: a. ___ Dual-role director b. ___ Centralized administration model	0	--			
Subtotal for section A	**15**				
B. Learning Environment and Curriculum					
B.1.1 Self-Assessment *(required for 3, 4 and 5 Stars)*	1				
B.1.2 Quality Improvement Plan	1				
B.1.3 Outside verification of/additional work on Quality Improvement Plan	1				
B.2.1 WMELS/ School-Age Curricular Framework training	2		**Registry Verified**		
B.2.2 Curriculum aligned with WMELS/ School-Age Curricular Framework	1				
B.3.1 Individual child portfolios	1				
B.3.2 Intentional planning to improve child outcomes	1				
B.3.3 Individual outcomes tracked	1				
B.4.1 ERS average score of 4 *(required for 4 and 5 Stars)*	3	**N/A for Technical Ratings**			
B.4.2 ERS average score of 5 *(required for 5 Stars)*	4				
Subtotal for section B	**13**				
C. Business and Professional Practices					
C.1 Signed YoungStar contract *(required for all programs participating in YoungStar)*	0	--			
C.2.1 Ongoing yearly budget/budget review/ record-keeping/accurate taxes *(required for 3, 4 and 5 Stars)*	1				
C.2.2 Employment policies and procedures *(required for 4 and 5 Stars)*	1				
C.2.3 Model Work Standards used *(required for 5 Stars)*	1				
C.3.1 Annual staff evaluation plan	1 point if two or more practices are evident				
C.3.2 Access to professional development funding					
C.3.3 Access to professional resources					
C.3.4 Membership in a professional association					
C.3.5 75% or higher retention rate					
C.4.1 Access to health insurance with 25% contribution	1 point if two or more				
C.4.2 Access to pension/retirement with					

contribution	practices are evident				
C.4.3 Paid time off for Lead Teachers					
C.4.4 All-staff meetings and planning time					
C.5.1 Parents given philosophy, orientation and resources	1 point if two practices are evident; 2 points if three or more practices are evident				
C.5.2 Families provide input on program policies and procedures					
C.5.3 Annual parent conferences					
C.5.4 Frequent, on-going, regular communication between staff and families					
C.5.5 Family outreach, education and social opportunities two times per year					
C.5.6 Information about children's day-to-day activities shared with families					
Subtotal for section C	**7**		██████████	██████████	██████████
D. Health and Wellness					
D.1.1 CACFP/nutritious meals and snacks *(required for 3, 4 and 5 Stars)*	1				
D.1.2 60 minutes of physical activity	1				
D.1.3 Pyramid Model/Inclusion training	2		**Registry Verified**		
D.1.4 Strengthening Families/Suspected Child Abuse and Neglect Mandated Reporter Training (SCAN-MRT)	1 point if one of the two practices are evident		**Registry Verified**		
Subtotal for section	**5**		██████████	██████████	██████████
TOTALS	**40**				

My Technical Consultant/Rating Observer reviewed and explained all areas of my YoungStar rating with me.

Director Signature: _____ Date: _____

Consultant/Rating Observer Signature: _____ Date: _____

Required Quality Indicators for YoungStar Levels
Group Child Care

	☆☆ 0-10 Points	☆☆☆ 11-22 Points	☆☆☆☆ 23-32 Points	☆☆☆☆☆ 33-40 Points
All programs must be in Regulatory Compliance to earn two or more stars.				
Education	N/A	Lead Teachers with 6 related credits for 50% of all classrooms Director with Administrator Credential	Lead Teachers with infant/toddler or inclusion credentials or 18 related credits for 50% of classrooms AND all other Lead Teachers with 6 related credits Director with related Associate's (AA) Degree or unrelated Bachelor's Degree	Lead Teachers with AA Degrees for 100% of Classrooms Director with Administrator Credential and either related AA Degree or unrelated Bachelor's Degree
Environment and Curriculum	N/A	Indicator B.1.1: Self-Assessment	Indicator B.1.1: Self-Assessment Indicator B.4.1: Environment Rating Scale (ERS) average score of 4	Indicator B.1.1: Self-Assessment Indicator B.4.2: ERS average score of 5
Business and Professional Practices **NOTE:** *All programs must sign a YoungStar Contract to participate in YoungStar*	N/A	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.2.2: Written copy of employment policies	Indicator C.2.1: Ongoing yearly budget, budget review, record-keeping and accurate tax record Indicator C.2.2: Written copy of employment policies Indicator C.2.3: Model Work Standards use
Child Health and Wellness		Indicator D.1.1: CACFP and/or nutritious meals	Indicator D.1.1: CACFP and/or nutritious meals	Indicator D.1.1: CACFP and/or nutritious meals
Additional Optional Points Needed		**5 or more points**	**10 or more points**	**13 or more points**

Appendix A

This document outlines the criteria for Self-Assessment and Quality Improvement Plans when the program/provider has their own format or template for Self-Assessment or Quality Improvement Plan. Programs can use a variety of different tools that lead to a written quality improvement plan. The program must demonstrate effort to assess key elements of program quality that are linked to higher quality care and have developed a plan to improve in areas identified. The quality improvement plan is developed in accordance with authentic quality improvement tools. For YoungStar purposes, the following must be identified.

What is a Self-Assessment?

Self-assessment tools help programs become better aware of important indicators of quality demonstrated within their own program. It is not a test that a program can pass or fail. Instead, it is a tool that supports an intentional review of program policies and delivery of services. The focus is on improvement. For YoungStar, the program is responsible for completing a Self-Assessment on:

- space and furnishings,
- personal care routines,
- literacy and language components,
- activities that engage children,
- promoting acceptance of diversity,
- provisions for children with disabilities
- interactions among children and children and staff
- program structure, and
- business and professional practices

Items in a Self-Assessment tool should represent high quality standards that are above and beyond what are included in the licensing standards.

What is a Quality Improvement Plan (QIP)?

The QIP provides the framework for a program's quality improvement work; it outlines the tasks the program needs to complete in order to meet the YoungStar level they are working to achieve.

Develop a Quality Improvement Plan

Developing a Quality Improvement Plan is an important step in the YoungStar process for programs to begin their quality improvement journey. The Quality Improvement Plan will serve as a guide for how your program will spend funds, prioritize staff time, determine curriculum and instructional practices, and choose staff development. The areas of quality improvement for consideration might include:

- Credit-based Education Qualifications
- Professional Development (credit or non-credit based)
- Environments – indoor and outdoor
- Curriculum
- Health and Wellness
- Business and Professional Practices
- Parent Engagement
- Inclusive Practices
- Wisconsin Pyramid Model for Social and Emotional Development for Young Children
- Strengthening Families approach to Child Abuse and Neglect Prevention

The provider or Director and his or her staff team will identify and prioritize areas of need based upon the results of the program's Self-Assessment. The provider or team will then identify steps to be taken, resources needed, timelines for completion, and evidence of change. If a Technical Consultant is available, the provider or team is

encouraged to work with the Technical Consultant to develop a Quality Improvement Plan.   A QIP for YoungStar will address the following:

- Aims or desired outcomes
- Barriers or challenges
- Tasks that will need to be completed
- Responsible party/parties
- Resources that are in hand or resources that are needed
- Measurement – How will the team know if the aim is achieved?
- Timelines or benchmarks for completion
- Test of the plan
    o Is the plan worth doing?
    o Are there concrete and specific measures?
    o Will the plan improve outcomes for children, families, staff or the program?
    o Are the outcomes inclusive of all, culturally competent and developmentally appropriate?

Verify and Maintain Continuous Program Quality
Each program will need to annually review their Quality Improvement Plan based upon the annual Self-Assessment to determine progress and to adjust goals. Significant changes would include changing location or site of the program, new administration, or new teachers. Programs are encouraged to continually examine the data from the Quality Improvement Plan as well as progress of the children to address continuous quality improvement. A sample Quality Improvement Plan is available from the YoungStar Regional Office and on the YoungStar website at: http://www.dcf.wisconsin.gov/youngstar/pdf/ys_sample_qip.pdf.

Other Definitions
   o **Authentic Assessment:** The authentic assessment can be defined as focused observations which use reliable and valid evidence-based methods to incorporate strength-based functional assessment in natural environments using natural supports. They use everyday relationships, observations of growth and development; consideration of individual learning styles and differences; and utilization of all environments in which the child lives and learns.

   Assessment is on-going, continuous, and not done on a fixed timeline. Assessments will bring about benefits for children, programs and families. They will not add undue burden to families, providers or local and state administrators.

   o **Family Services Credential:** The Family Service Credential is a comprehensive, competency and credit based training experience, designed to support direct service staff in their work with children and families. The content is structured into four modules and designed to support staff in the refinement of skills and strategies to incorporate the core values of being family centered, relationship focused, strengths based, ecological and reflective. The training content corresponds to the Head Start Performance Standards and the Focus Group Recommendations of September 1999 for Federal Competency Goals and Indicators for Head Start Staff working with families. For more information, contact Ruth Chvojicek, CESA 5, 1-800-862-3725 ext. 245 or chvojicekr@cesa5.k12.wi.us.

Appendix B

Below is a list of courses that are accepted for the points for Indicator D.1.3.

- SEFEL Pyramid Model Infant Toddler Module 1, 2 or 3 (24 hours)
- SEFEL Pyramid Model Preschool Module 1, 2 or 3 (24 hours)
- Positive Behavioral Intervention and Supports (PBIS) (15 hours)
- Tribes® TLC Process (12 hours)
- Guiding Children's Behavior in School-Age Programs (15 hours)

Wisconsin State Personnel Development Grant priorities:

1. Legal Rules and Regulations in Wisconsin (Example: Individualized Family Service Plan (IFSP)/Individual Education Program (IEP), Least Restrictive Environment, Disability Descriptions and Eligibility Criteria).
2. Collaboration related to Children with Disabilities and their Families (Example: Working across program areas, working within multidisciplinary teams, team decision-making).
3. Evidence-based Practices (Example: Screening, assessment, inclusion strategies, caring for children with special health care needs).

Below is a list of courses that are accepted for the point for Indicator D.1.4.

- Wisconsin Mandated Reporter Online Training
- Suspected Child Abuse and Neglect - Mandated Reporter Training (SCAN-MRT)
- Child Abuse & Neglect Prevention - Mandated Reporter
- SCAN/MRT Training and Strengthening Families Protective Factors
- SCAN-MRT Training
- Darkness to Light–administered by a PDAS-approved trainer
- 10-307-167 ECE: Health, Safety, and Nutrition

<u>Notes</u>

Wisconsin Mandated Reporter Online Training

At this time, the Wisconsin Mandated Reporter Online Training is available for programs to take online at
http://wcwpds.wisc.edu/related-training/mandated-reporter/
It will be counted as a registered training if entered by the program into the The Registry. For information on how to do this, contact The Registry: http://www.the-registry.org

SCAN-MRT

SCAN-MRT trainings which are administered by a PDAS-approved trainer will count as <u>tiered training</u> for Registry purposes and are acceptable for Indicator D.1.4. They are 3 hour trainings. SCAN-MRT trainings
or Wisconsin Mandated Reporter Online Training (which are taken by an individual child care Provider) will be counted for Indicator D.1.4 but will only count as <u>registered training</u> for Registry purposes.

Beginning January 1, 2014, new SCAN-MRT trainings will not meet the requirement for Indicator D.1.4. If an individual has already taken SCAN-MRT prior to January 1, 2014, that training would meet the intent of this indicator. However, if the individual took a SCAN-MRT training after January 1, 2014, it would not meet the intent of this indicator. The Department is moving away from the SCAN-MRT training and toward the new Wisconsin Mandated Reporter Online Training that has been developed in partnership with the University of Wisconsin to give the most up-to-date information about this topic.